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ABSTRACT

This curriculum guide is designed to help students develop career decisionmaking skills which they may use throughout their lives and examine and explore hospitality and recreation occupations. Nine units are included, with each consisting of a teacher's guide and student materials. The teacher's guide includes an overview, objectives, rationale, concepts, and activity. The student materials are organized by activity and include an overview and activity explanation. Beginning units focus on the development of career decisionmaking skills in the context of hospitality and recreation occupations and later units emphasize the hospitality and recreation concepts and skills within the framework of career decisionmaking. The units are titled (1) What is A Career? (Career Decisionmaking, and The Future), (2) How Does One Plan For A Career? (Hobbies, Occupational Analysis, and Career Paths), (3) Fun In The Sun, (4) Leisure Then and Now (What was Leisure Like Then?, The Year 2000, Community Interviews, and Planning a Leisure Facility), (5) What Do You Need To Know? (Communicating: Welcome to the Camp, The Diagram Game, What Should I Say Now?, Managing Money, and Keeping Records), (6) Working in Hospitality and Recreation (Rock Concert, Bouncing Ball, Crystal Lake Day Camp, Zoos and So Forth, and Independent Study), (7) What Are Some Hospitality and Recreation Jobs Like? (A Look at Hospitality and Recreation Occupations, and Interviewing an Employee--for Practice and for Real), (8) What Are You Interested In? (A Self-Profile and People/Things/Ideas), and (9) What's Next (Lifestyle, Job Match--Whom to Hire? Is Everybody Happy?, and How About This Career?). (HD)

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Career Exploration in Hospitality and Recreation

by

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FOREWORD

These curriculum materials are designed to enable students to explore career opportunities in the field of Hospitality and Recreation. This project is one of several curriculum efforts in occupational education, known as "cluster" projects because they are organized in groups of related occupations, which provide educators with the tools for developing both the career potential and the specific occupational skills of students. Two curricula were developed in this project, one devoted to career exploration and the other to skill preparation for students with previous experience in career exploration.

This curriculum, Career Exploration in Hospitality and Recreation, is designed to serve two purposes: to develop career decision-making skills which students may use throughout their lives and to examine and explore hospitality and recreation occupations. The units which comprise the curriculum are designed with both purposes in mind, although the focus of each unit reflects these purposes in different proportions. For example, the earlier units focus on the development of career decision-making skills in the context of hospitality and recreation occupations. Later units emphasize the hospitality and recreation concepts and skills within the framework of career decision-making.

The philosophy, content and instructional strategies that are reflected in these materials were developed with the support and advice of both educators and representatives from trade associations involved in the disciplines which are part of the Hospitality and Recreation field. A National Conference in Hospitality and Recreation Occupations was held in August, 1975 in Hyannis, Massachusetts, at which 85 participants from the educational community, including State Career Education Directors, State Directors of Vocational Education, related educational association representatives, State Distributive Education Supervisors, State Physical Education Supervisors, publishers of career education periodicals, field-test teachers, and representatives from trade associations reviewed and critiqued the materials. The Conference participants examined the materials in terms of their applicability to different grade levels and school settings and their appropriateness for infusion into present curricula.

In addition, feedback was obtained regarding student activities within the curriculum materials in terms of their clarity and usefulness: and finally, field-test teachers had the opportunity to examine, explore, and become familiar with the materials they would soon be using themselves.

During the fall semester of 1975, this curriculum was field-tested in three junior high school classrooms. Both students and teachers provided the project staff with information and advice about the materials that could not have been obtained in any other manner. Generally, these field-test teachers and students and the conference participants offered enthusiastic support for the philosophy, content, and instructional strategies for the materials.

These materials for Career Exploration in Hospitality and Recreation could not have been completed without the participation and contribution of many individuals. Chief among these persons are, of course, the Conference participants, field-test teachers, and students who shared in the project.

The Advisory Panel to the project staff brought experience and expertise to the effort. Each panel member provided information and insight during the early development of the curriculum. These panel members were: Joseph Curtis, a consultant in municipal recreation and parks from New Rochelle, N.Y.; William Giezentanner, a teacher of Recreational Planning at the Harvard Graduate School of Design in Cambridge, Massachusetts; Ron Gray, an experienced travel agent for Thomas Cook and Sons in New York City; and Charles Hamburg, Chairman of the Hotel and Restaurant Department at Bunker Hill Community College in Charlestown, Massachusetts.

The authors of this curriculum were aided by other members of the project staff who deserve special mention for their contributions. Fred Levy assisted in the design of the curriculum in its preliminary stages. Barbara Boris and Kelly Gerry were responsible for the production of the final copy.

The initiative for this project came from the U.S. Office of Education. Mary V. Marks, Chief of the Curriculum Development Branch, assisted the project whenever called upon. William Berndt, Project Officer, provided assistance and direction to the project staff at all stages of curriculum development; and Ed Nelson, Project Monitor, provided insight, support, and guidance to the staff from development to completion.

Kristina Engstrom
Project Director

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INTRODUCTION TO THE TEACHER

PURPOSES

This curriculum is designed to serve the twin purposes of career development, on the one hand, and occupational exploration in Hospitality and Recreation on the other. Career education principles, applicable to any occupational field, constitute the foundation of the curriculum. They represent durable knowledge and skills which students may use throughout their lifetimes. Hospitality and recreation occupations constitute the focus of the curriculum, to which career decision-making is applied.

The joining of career development principles to an occupational field is essential for effective exploration. To be meaningful to students, an occupational field must be studied within the context of career decision-making. Similarly, career decision-making cannot be studied or practiced in the abstract but must be exercised on a career field. The questions "What is This?" and "Who am I?" are thus fused in the central inquiry of career exploration: "Is this field for me?"

Therefore, the culmination of the exploratory experience should be for the student to determine if he/she is interested in pursuing a career in Hospitality and Recreation. This requires that the student has skills to *identify* and *assess* the elements of making such a choice and that the student has identified and obtained the necessary *occupational information* to make such a choice intelligently.

The Field of Hospitality and Recreation

The field of Hospitality and Recreation is large and diverse, including more than 60 types of employers and 200 types of occupations, according to industry sources. These occupations vary in setting, complexity, responsibility, and training requirements.

Diversity of setting and variety of activity in this field contribute to its appeal as a potential career choice. In addition to these characteristics, careers in the field allow an individual to combine avocation with vocation, involve considerable interaction with people, and offer the satisfaction of contributing to another person's enjoyment.

Although this is a growing field and careers within it can satisfy a wide variety of personal interests and abilities, there are currently few educational offerings for career exploration and preparation prior to post-secondary education. This curriculum is intended to fill that gap.

The Hospitality and Recreation Cluster

The cluster concept was developed by the U.S. Office of Education to facilitate the development and implementation of the concept of career education. This concept is rooted in the belief that a student should be made aware of the many occupations in the world of work early in his or her educational career. As the student progresses, he/she should be helped to explore many occupations if he/she is to make intelligent career choices and preparation. The U.S. Office of Education designed career clusters which group occupations by their common characteristics. Through career clusters the student is able to explore many related occupations at the same time and to acquire skills which are related to more than one occupation.

The cluster scheme serves other useful purposes. It provides a framework for comprehensive curriculum development from career awareness through skill preparation. It assists educators to implement the curricula designed. And not least important, it provides continuity for the student as he/she progresses from awareness, to exploration, to preparation.

For purposes of career exploration, the cluster scheme:

- is a way of presenting to students a variety of jobs which are related to one another;
- allows students to explore many occupations at the same time, thus permitting substantial economies in curriculum development and in classroom presentation; and
- allows presentation of occupations in terms of career ladders and lattices, thereby permitting students to examine *careers* as well as specific occupations.

Hospitality and Recreation is one of the fifteen occupational clusters organized by the U.S. Office of Education. The occupations within this cluster have been defined as those which provide services to people away from their homes which enable them to more fully enjoy their non-working time. Hospitality and Recreation occupations are aimed primarily at satisfying the desire of the consumer to make productive or enjoyable use of his or her leisure time. This definition stresses the motivation of the consumer to *enjoy* an activity or

event, *away from home*, during *non-working or leisure* time. All of these elements are reflected in the concepts and activities of this curriculum.

To help organize this diverse cluster, its member occupations and employers have been grouped according to common industries or subclusters.

The subclusters are:

Lodging: The management and operation of lodging facilities. People employed in this subcluster work for hotels, motels, resorts, convention centers, and steamship companies. Occupations include front desk clerk, reservations clerk, bell captain, maid, and manager.

Recreation: The management, planning and operation of recreational programs, facilities and areas. Examples of employers are recreation centers, camps, hospitals, government agencies, and bowling alleys. Occupations include grounds keeper, youth worker, and director or owner of a recreational area.

Entertainment Services: The management and operation of entertainment facilities such as movie theaters and amusement parks. The promotion of entertainment services by booking agencies. Occupations include usher, circus performer, and theater manager.

Cultural Services: The management and operation of cultural institutions such as libraries, museums and zoos. Occupations range from ticket takers to curators.

Sports: Activities involved in professional sports. Occupations include professional athletes, referees, stadium managers, and ticket sellers. Employers include professional sports teams and sports stadiums.

Food and Beverage Services: Food and beverage preparation and service and food establishment management and operation. Occupations are found in a variety of industries including restaurants, school cafeterias, snack bars, and catering services. Occupations include waiters, chefs and restaurant managers.

Travel Services: The arrangement and support of travel. Occupations include travel agents, flight attendants, and tour guides. Employers include include airlines, tour bus lines, and travel agencies.

Career Education

The major trend in American education to undertake responsibility for developing students' career potential responds to the recognition that career development is a lifelong process. Junior high school students are not too young for grooming for adult roles. They are already making decisions that will affect them as adults, such as educational decisions for vocational or college preparatory programs. Some have already entered the part-time work force. Explicit attention to career development assures that they do not make these decisions by default. Students, however, are not placed irrevocably on one career path or another. Rather they are introduced to concepts that will broaden their occupational horizons and decision-making skills for use throughout their lives. The focus is on the development and process of decision-making, not on the decision itself.

OVERALL DESIGN OF CURRICULUM GUIDE

As stated in career education literature, "...at the end of the orientation stage, the typical student formulates a 'career hypothesis' ...Although this act is an important prerequisite to subsequent selection of more specific goals, two characteristics seem to be lacking: *reality testing* and *commitment*."* The materials in this curriculum are designed in two phases in order to meet the needs for both reality testing and commitment.

In the first phase, students acquire the skills necessary for career decision-making. Although occupational information about hospitality and recreation is provided in this phase, the concepts extend beyond the field itself. They include:

- the importance of career planning
- the importance of education and training
- the role of work in personality development
- the role of work in satisfying physical and psychological needs
- self-evaluation for career decision-making

In the second phase, students apply these concepts and career decision-making skills to more specific information about hospitality and recreation careers in order to formulate a career hypothesis or a career plan. Prior to formulating a career plan it is important that students investigate and experiment with the entire range of possibilities within the Hospitality and Recreation cluster. This curriculum enables the student to identify, assess, and experiment with:

a) the characteristics of the average consumer of a hospitality and recreation activity and how they differ across industries;

b) the dependence of one hospitality and recreation activity upon another (e.g., a recreation component as part of a lodging facility);

*L. Bailey and R.W. Stadt, *Career Education: New Approaches to Human Development* (Bloomington, Illinois: McKnight Publishing Company, 1973).

c) the variety of employers and industries within the field;

d) the variety and degree of activities conducted in these industries;

e) the characteristics common to each industry within the field; and

f) the skills common to the majority of occupations within the field (e.g., working directly with people).

When students are ready to formulate a career plan at the end of this curriculum, they have been prepared to identify and assess the tasks and responsibilities of occupations, the skills required for performing jobs, specific education and training requirements, types of industries in which these occupations are performed, the impact of occupations upon lifestyle, levels of responsibilities for different work roles, and the factors that contribute to lateral and upward mobility within the organizational structures in which occupations are found.

OUTCOMES AND GOALS

The emphasis of curriculum presentation in your classroom will depend upon the intensity of exploration suitable for your students' age and experience. For initial exploratory experiences, the career development emphasis may take priority. For later, in-depth exploration, a focus on Hospitality and Recreation may be more appropriate.

The curriculum seeks four outcomes for students:

1. Students will acquire career decision-making knowledge and skills.
2. Students will be able to determine if they are interested in pursuing further exploration or training for a career in Hospitality and Recreation.
3. Students will be able to develop a career plan in Hospitality and Recreation even if they decline to pursue it.
4. Students will acquire knowledge of principles, industries, functions, occupations and characteristic skills in Hospitality and Recreation.

INSTRUCTIONAL STRATEGIES

The curriculum is characterized by two broad types of instructional strategies:

- active, participatory in-class learning experiences
- community-based exploratory experiences

To reflect these strategies, the activities in this curriculum guide can be characterized as follows:

1. *Extensive community involvement*: A student cannot truly explore an occupation without going into the community to observe and talk with persons involved in these activities; nor can the student begin the important process of envisioning himself in an adult role without having some adult contact outside of the home and school.

   The field of Hospitality and Recreation lends itself well to community exploration in that hospitality and recreation activities are pervasive in all communities. It is therefore essential to effective exploration of this field that students are encouraged to observe (through their own activities and the activities of persons around them) the daily actions and interactions of persons employed in hospitality and recreation activities.

2. *Encouragement to the student to identify occupational resources and information*: In keeping with the commitment to develop career decision-making skills in the students, it is essential that the curriculum not simply *deliver* occupational information to students. Rather, it should assist and encourage the student to identify, obtain, and analyze information on his/her own.

3. *Encouragement to the student to experiment with aspects of the occupations*: Through role-plays the student is given the opportunity to test how satisfied he/she might be with activities involved in Hospitality and Recreation careers.

4. *Fantasy as a way of experimenting with the student's own identity*: Student activities take advantage of the student's imagination and encourage him/her to fantasize about careers in Hospitality and Recreation. This cluster lends itself well to this idea since it involves many "glamorous" occupations. Through fantasizing, the student is able, not only to experiment with the particular career, but, equally important, to begin the process of developing his/her own identity.

5. *Encouragement to students to perform adult-like roles*: It is important in exploration that the student is stimulated to act as an adult, as well as to fantasize. Thus, activities are designed in which students must act as employers with responsibility as well as employees (a role they can identify with more readily).

6. *Requirement to make decisions*: Through activities such as case studies, the students are involved

in identifying a problem, analyzing it and making a decision. If the ultimate goal of the exploratory experience is for students to make a decision about a career in Hospitality and Recreation, it is necessary for the student to develop these skills throughout the experience.

ORGANIZATION OF GUIDE

The total exploratory curriculum consists of nine (9) units. Each unit is comprised of several activities which will take from one to five class periods to complete. In this curriculum guide, a unit is defined as a group of concepts and activities which convey a central principle, idea, or skill.

Teacher's Guide

Each unit consists of a **Teacher's Guide** and **Student Materials**. The **Teacher's Guide** is organized as follows:

Overview: The cover page of each unit summarizes the student activities in the unit and the materials which students need to participate in them. Refer to **Student Materials** to identify those pages which should be duplicated and distributed to students.

Objectives: In the beginning of each unit, the student objectives to be achieved for the entire unit are described.

Rationale: This section explains why the unit objectives are important to career exploration and the way in which the student learning activities will realize the objectives.

Concepts: Following the **Rationale**, concepts which are to be communicated in order to achieve the objectives are given. This listing of concepts should assist the teacher in identifying major issues to be taught via student activities.

Activity: Activity descriptions contain several sections.

Introducing the Activity: Preceding each activity, points for classroom discussion are described. These discussion points introduce students to the concepts necessary to participate in the activity.

Guiding the Activity: For each student activity, instructions for classroom management and directions are provided. These instructions include: how to organize the class; directions to the students; classroom layout; what kinds of student reactions to expect; notes about special requirements of the activity; and so forth.

Learning More From the Activity: Suggested points for classroom discussion follow each student activity. These points or issues are designed to reinforce learning from the activity. They generally fall into two categories: a) discussion of the results and/or progress of the activity; b) discussion of the points to be learned from the activity.

Points to Stress: To further reinforce learning, generalizations are highlighted.

Student Materials

Student Materials for each unit accompany the **Teacher's Guide**. The **Student Materials** are organized by activity and presented as follows:

Overview: The cover page of each unit summarizes the student activities and the materials which students need to participate in them.

The **Overviews** are consistent with those in the **Teacher's Guide** to make it easy for the teacher to identify and match the appropriate student materials with teacher instructions outlined in the **Teacher's Guide**.

Note that some activities require no student materials.

Activity: The necessary materials for each activity, such as instructions, interview forms, profiles for role plays, brief readings in the form of Information Sheets, matching exercises, case studies, etc., are presented in the **Student Materials**.

Where indicated, the teacher should duplicate a complete set of **Student Materials** for each student in the class. Note that the student materials are not a text but rather a resource for conducting student learning activities as presented in the **Teacher's Guide**.

TEACHER QUALIFICATIONS

A teacher should be competent in two major areas, i.e., career education and management of in-class and field activities in order to teach this curriculum effectively. Capabilities in these areas may be acquired with relative ease. Naturally, experience in the field of Hospitality and Recreation would facilitate the use of this curriculum guide and teaching its concepts.

The following statement of essential knowledge and attitudes required for teaching the units is included in order to provide direction to teachers as they prepare to use the curriculum.

Career Decision-Making and Career Education

1. Schools are playing an increasingly large role in preparing students for adult roles.
2. The U.S. Office of Education's career education scheme moves from career awareness through exploration through skill development.
3. A person is always in a process of *becoming* based upon his previous experiences. A person's career is his total experience.
4. Career decision-making is an ongoing, lifetime process, not occasional job-selection events.
5. The career decision-making process is explained by different hypotheses. The most commonly held focuses on the matching of individual interests, values, aptitudes and skills with occupations which fulfill or express them. This is known as the "trait-and-factor" theory. Not totally satisfactory, it nevertheless is more usable as a tool than psychological, sociological and other explanations of career decision-making.
6. Students' horizons on what careers they might pursue need to be broadened beyond their limited knowledge, expectations of their parents, peers and themselves, and adolescent capabilities. This is an antidote to limited expectations and experience.
7. Students' expectations of what careers they might pursue need, at the same time, to be tempered by the realities of their capabilities, educational opportunities, and job markets. This is an antidote to excessive fantasy.
8. Career choices by adolescents are obviously tentative. They should not be discouraged on the grounds of inexperience. Choices are constantly made by default; students who fail to explore opportunities may not take actions which will prove necessary to a career choice.
9. Students must be guided to assess their own interests, values, aptitudes in order for them to be able to make suitable career choices which will contribute to their personal fulfillment.
10. Student interests, values and goals must be respected. Limited or extensive commitment to high salaries, for example, are equally viable positions.

Management of In-Class and Field Activities

This area includes the following kinds of teacher functions and attitudes:

1. Guiding students in pursuing individual interests and management of a group of individuals engaged in somewhat different pursuits.
2. Organizing the class into small groups and monitoring or coaching the parallel but independent activities of a number of sub-groups in the class.
3. Comfort with the impossibility of knowing all the facts and being able to assist students to learn what they need to know.
4. Utilizing and reproducing non-text materials (e.g., interview forms, exercise instructions).
5. Familiarity with local community resources in business and education to guide students in field activities.
6. Development of direct or indirect liaison with these resources and establishing a procedure for making arrangements with them. Either personally, or through counselors, contacting local businesspersons to arrange interviews for students.
7. Planning time to follow-up all field activities and in-class individualized exercises. Synthesis of learning at the end of these types of exercises is essential to effective learning. Time for follow-up should be allotted even if other exercises therefore need to be omitted.

IMPLEMENTATION SUGGESTIONS

The current trend in career education suggests a strong preference among administrators and teachers for the infusion approach at the developmental level. This curriculum guide has been designed with this in mind. The concepts and activities can be readily absorbed into existing curricula—e.g., a biographical sketch illustrating the role of work in satisfying physical and psychological needs can be implemented as part of an English course; or the tasks involved in keeping accurate records can be integrated into a mathematics classroom.

For the most part, the Exploration curriculum can be easily integrated into either a Social Studies, or English classroom. It is recommended that one teacher be responsible for the implementation of the curriculum since it is designed as a total learning package with each unit building upon the learnings achieved in previous units.

Teachers at the secondary level may use the Exploration curriculum as an introduction to, or as the first phase of, the **Skill Preparation in Hospitality and Recreation** curriculum, a use especially recommended for students who are just beginning the occupational development process.

EVALUATION

In any learning process, it is important for both student and teacher to evaluate progress made in terms of the learning objectives for the material under study. This curriculum requires two kinds of evaluation; i.e., an assessment by the teacher regarding the student's achievement in terms of the objectives for each unit and an assessment by the student regarding the meaning of these objectives and the student's achievement thereof to his or her own interests and career goals.

The measurement of achievement of each unit objective depends upon the nature of that objective. In many cases, the teacher may use an oral or written problem-solving exercise, e.g., in Unit I, the teacher may ask the students to list five hospitality and recreation occupations. In other cases where the objective has a broader focus, e.g., the objective in Unit I that requires students to characterize the differences between a career and a job, the teacher may ask the students to write an essay. The determination of the appropriate measurement tool is regarded as the responsibility of the teacher in this curriculum and, therefore, specific performance criteria are not included in this curriculum guide. It is strongly recommended, however, that at the end of each unit of study that both the teacher and student recall and review the learning objectives for the unit and measure their achievement.

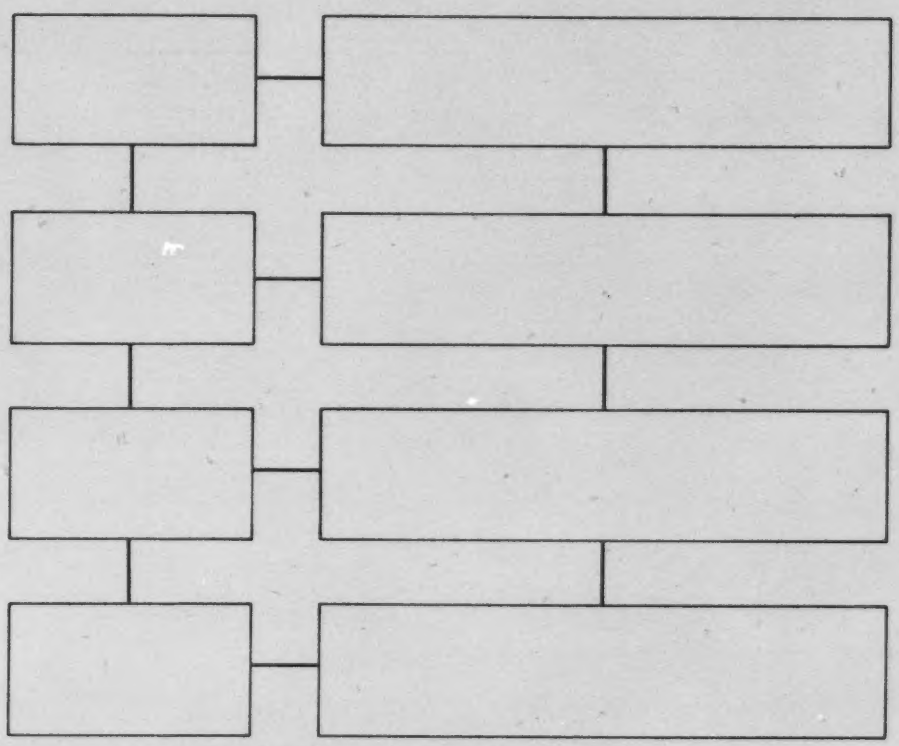
Since career exploration is largely for the student's benefit, the student's assessment of his or her own achievement of the unit objectives and, particularly, their meaning to the student in terms of his or her own interests and goals is very important. This student-focused assessment can be encouraged by asking the student to articulate his or her decision regarding the further exploration or rejection of an occupation or career in the field and the reasons thereof in written or oral form. The teacher is urged to monitor this process throughout the course of the curriculum.

GUIDE TO CLUSTER DIAGRAMS

The industries and occupations which make up the Hospitality and Recreation Cluster have been divided into seven subclusters.

- Lodging Services
- Travel Services
- Recreation
- Sports
- Cultural Services
- Entertainment Services
- Food and Beverage Services

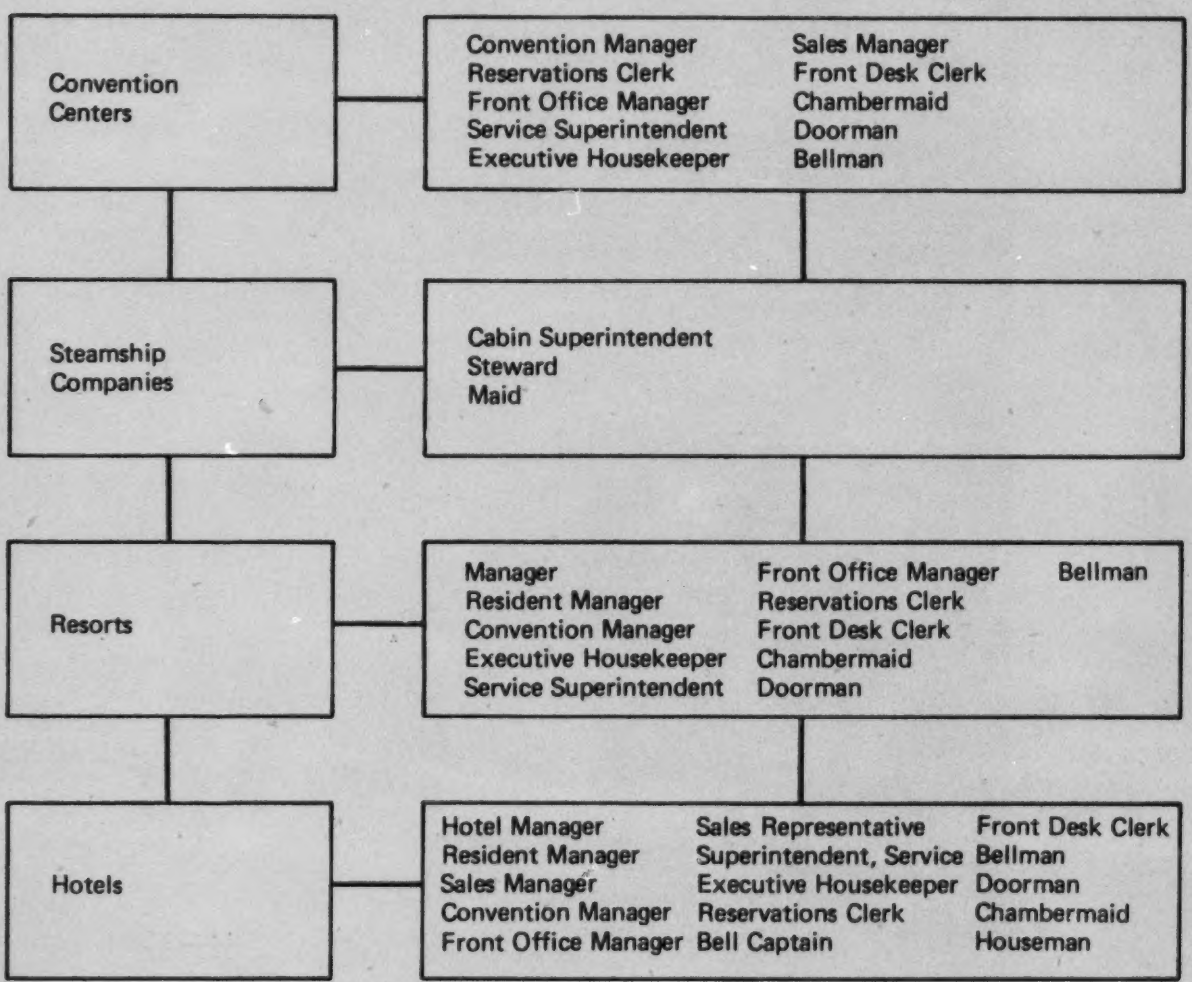
The following pages provide a visual description of these subclusters.



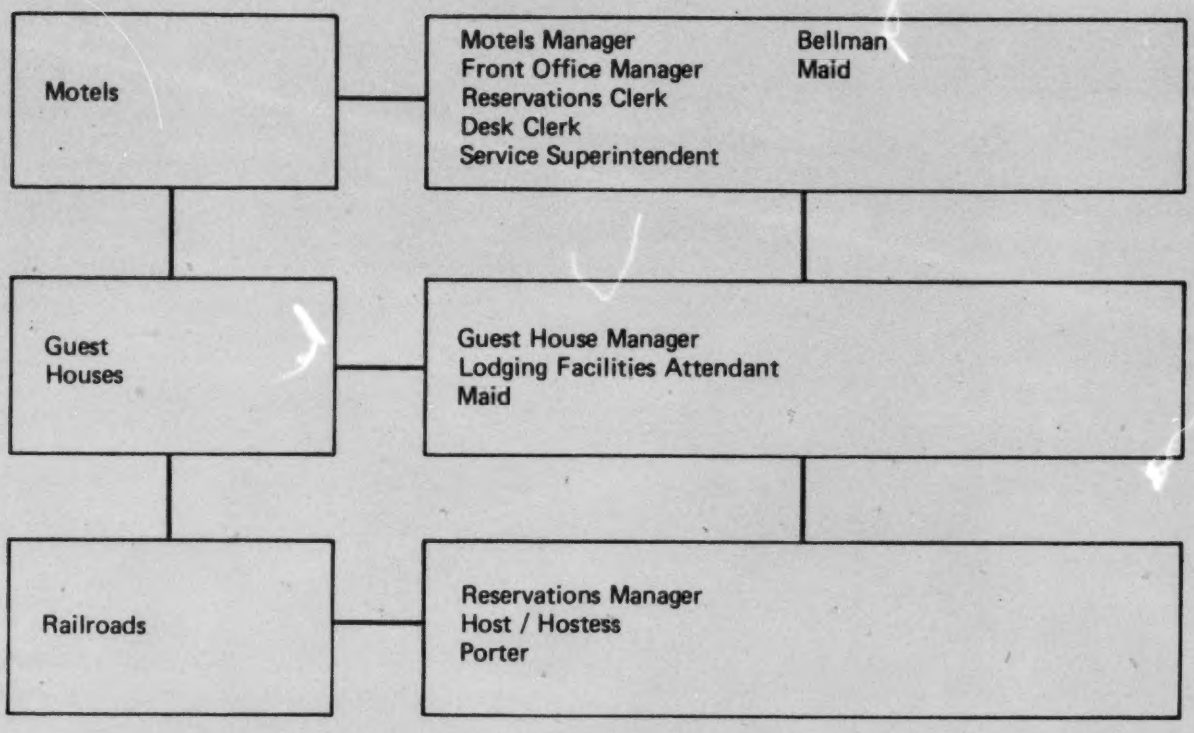
At the top of each of the cluster diagrams is a brief description of the employers and occupations within the subcluster.

LODGING SERVICES

The lodging subcluster includes all of those occupations involved in the management and operation of lodging facilities. People employed in this subcluster work for hotels, motels, resorts, convention centers and steamship companies. In addition to the readily-visible lodging occupations, such as desk clerk and bell captain, this subcluster includes the people who work "behind the scenes" of lodging facilities such as executive housekeeper and convention manager.

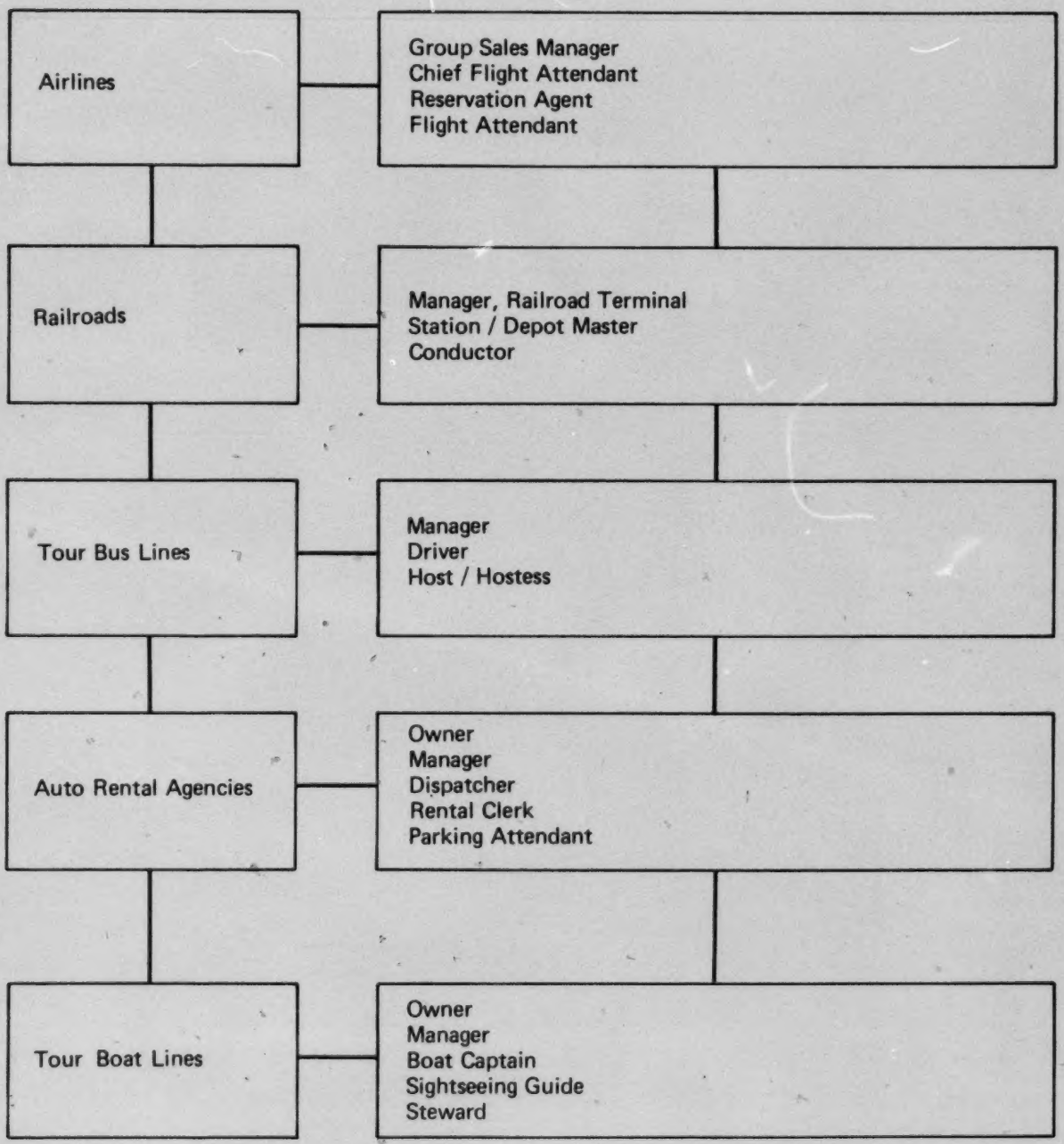


LODGING

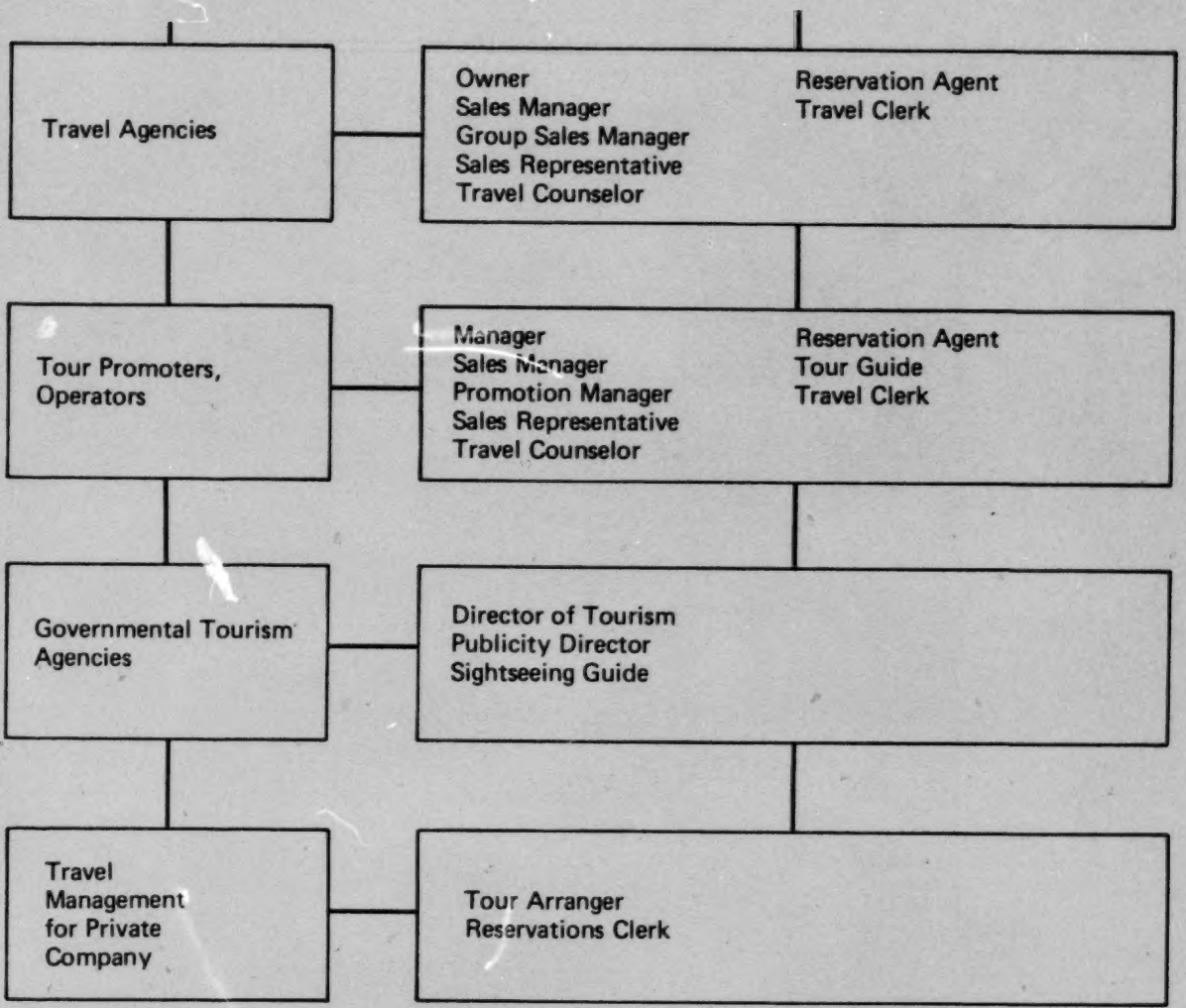

Motels
Motels Manager
Front Office Manager
Reservations Clerk
Desk Clerk
Service Superintendent
Bellman
Maid
Guest Houses
Guest House Manager
Lodging Facilities Attendant
Maid
Railroads
Reservations Manager
Host / Hostess
Porter

TRAVEL SERVICES

This subcluster includes those occupations which are involved in the arrangement of travel and making the travel more enjoyable or informative. The occupations include flight attendants, travel agents, and tour bus guides. Industries include airlines, travel agencies, railroads and bus companies.

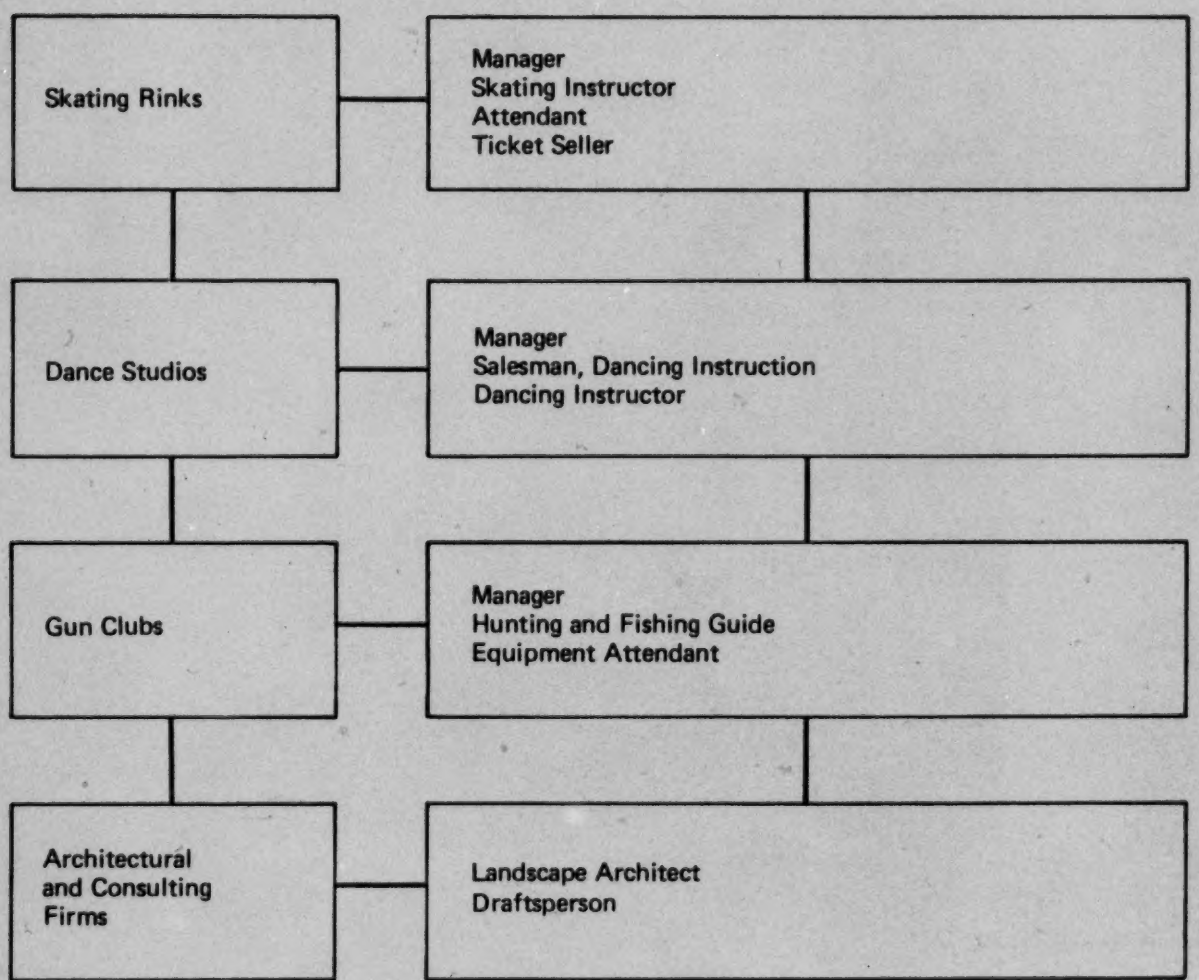


TRAVEL SERVICES

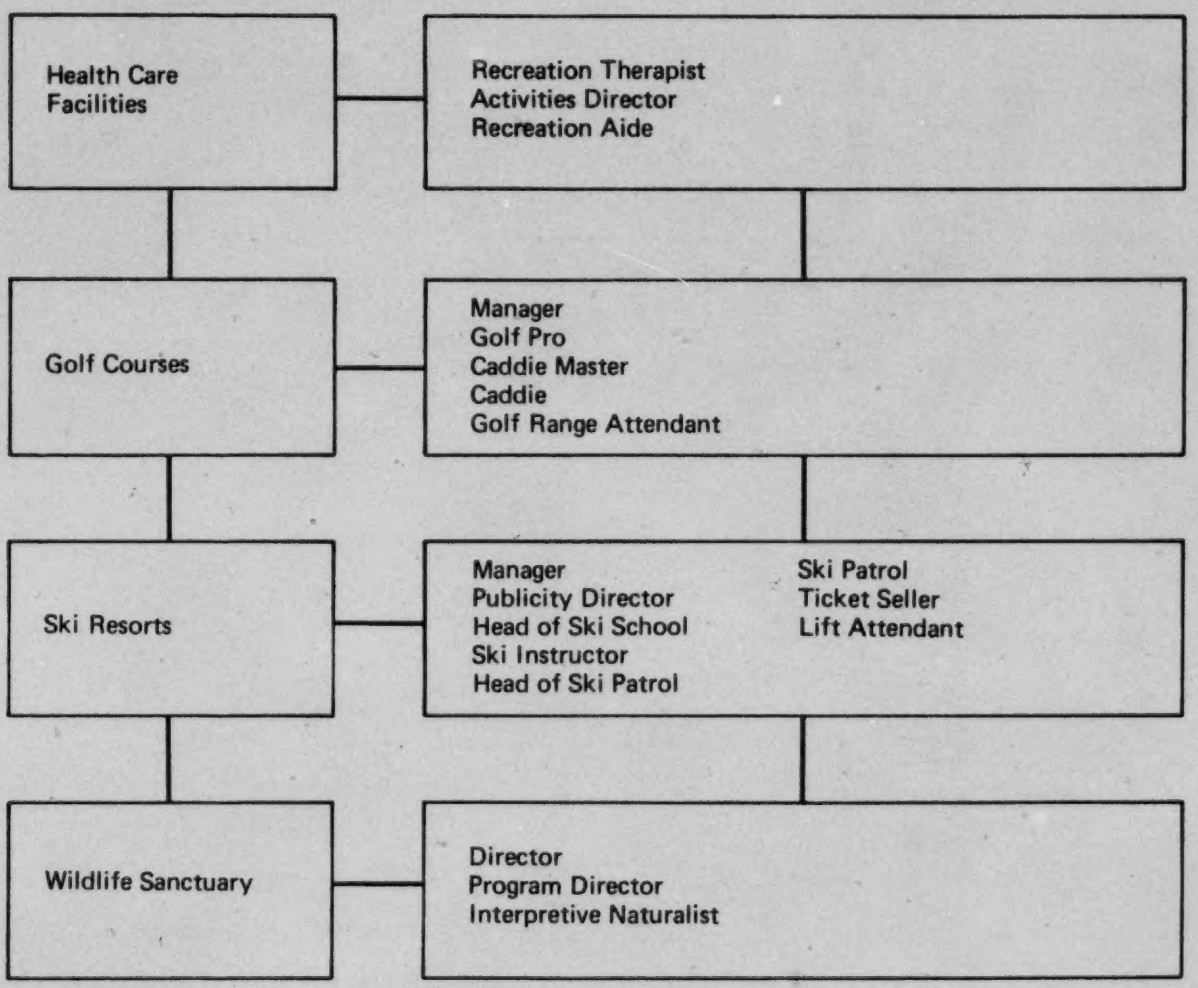


RECREATION

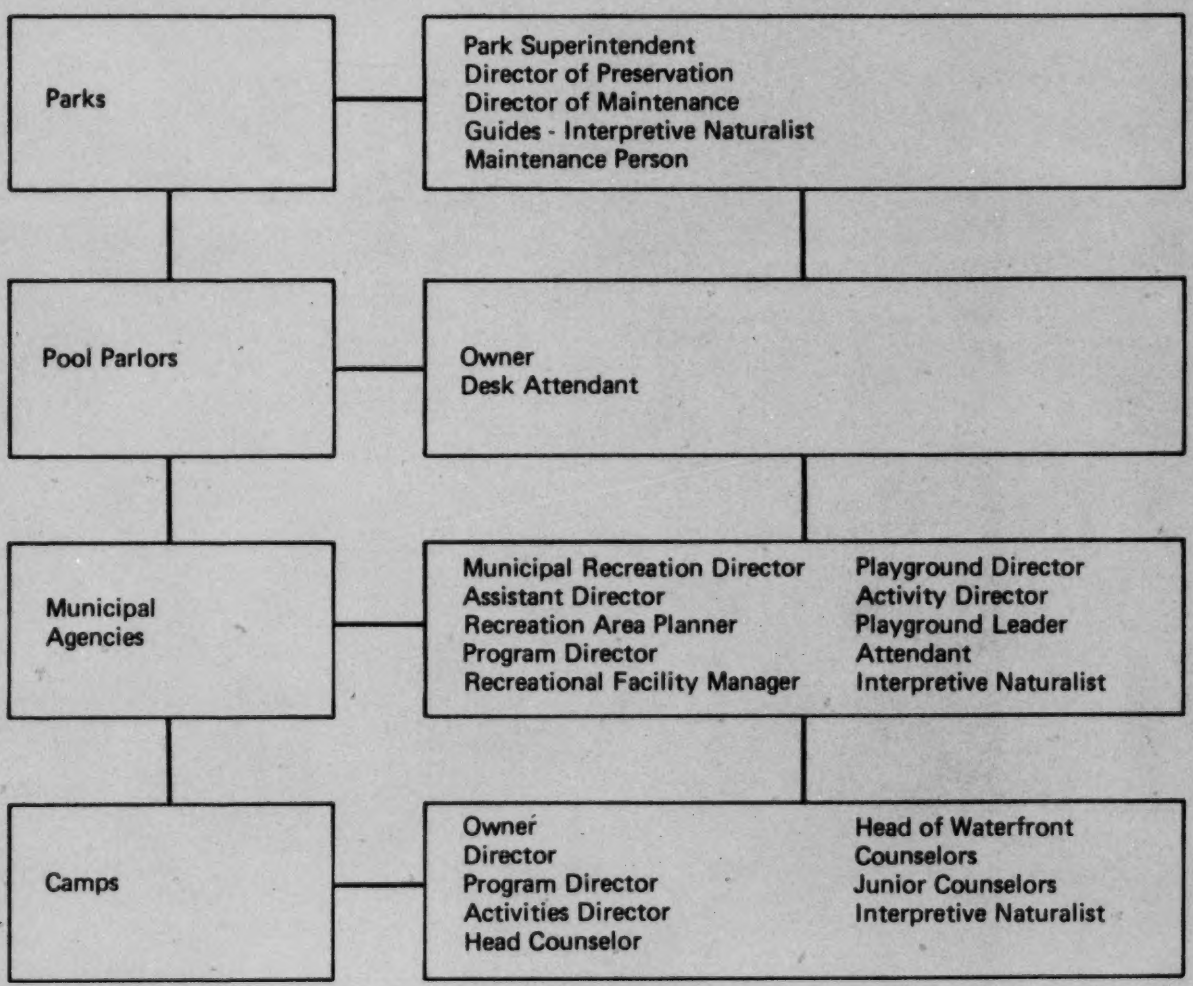
This subcluster includes those occupations involved in the management planning and operation of recreational programs, facilities and areas. Examples of employers in this subcluster are recreation centers, camps, hospitals, governmental agencies, nursing homes, and bowling alleys. Occupations include golf course manager, municipal recreation director, skating instructor, camp ground director and camp counselor.



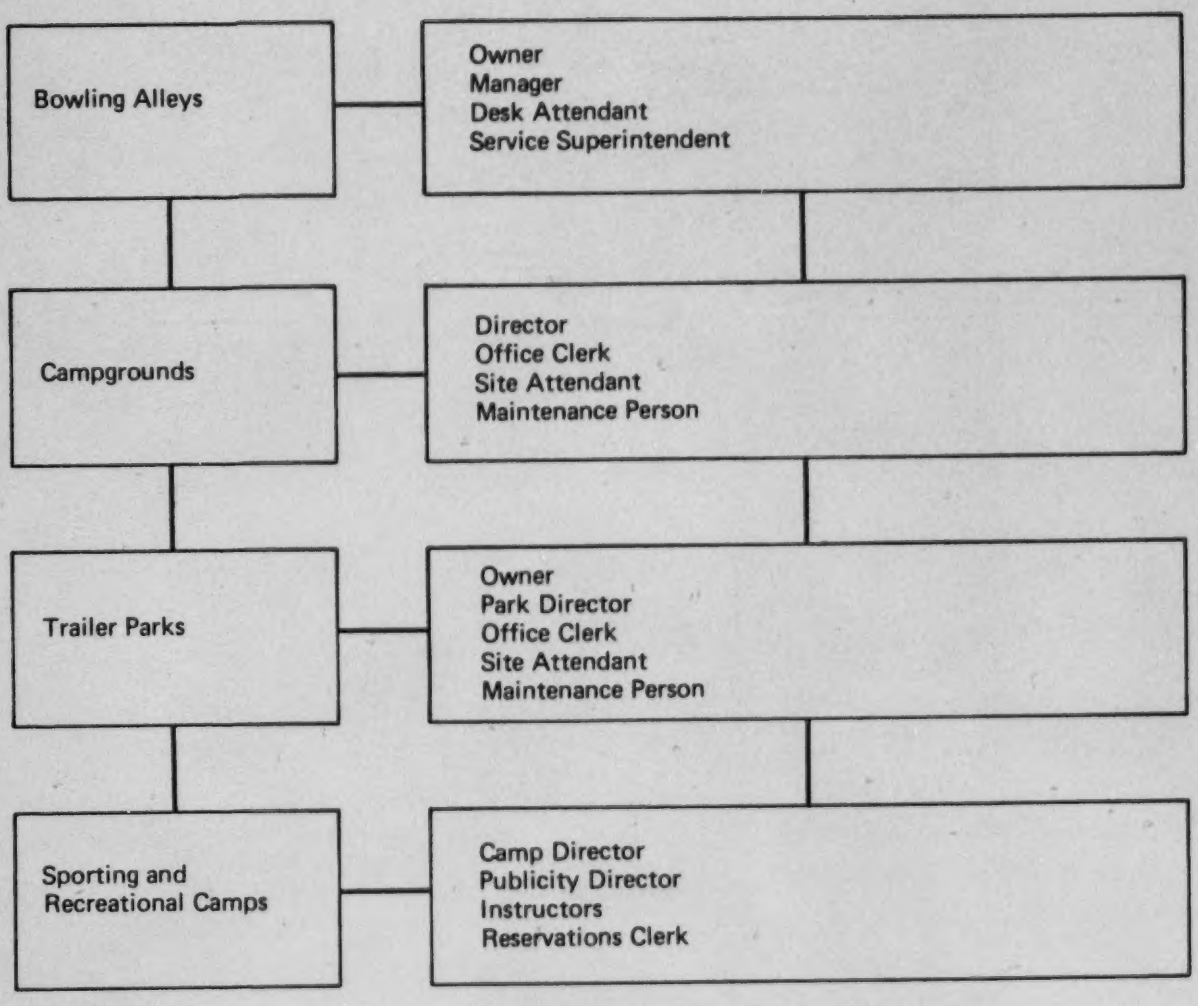
RECREATION


Health Care Facilities
Recreation Therapist
Activities Director
Recreation Aide
Golf Courses
Manager
Golf Pro
Caddie Master
Caddie
Golf Range Attendant
Ski Resorts
Manager
Publicity Director
Head of Ski School
Ski Instructor
Head of Ski Patrol
Ski Patrol
Ticket Seller
Lift Attendant
Wildlife Sanctuary
Director
Program Director
Interpretive Naturalist

RECREATION

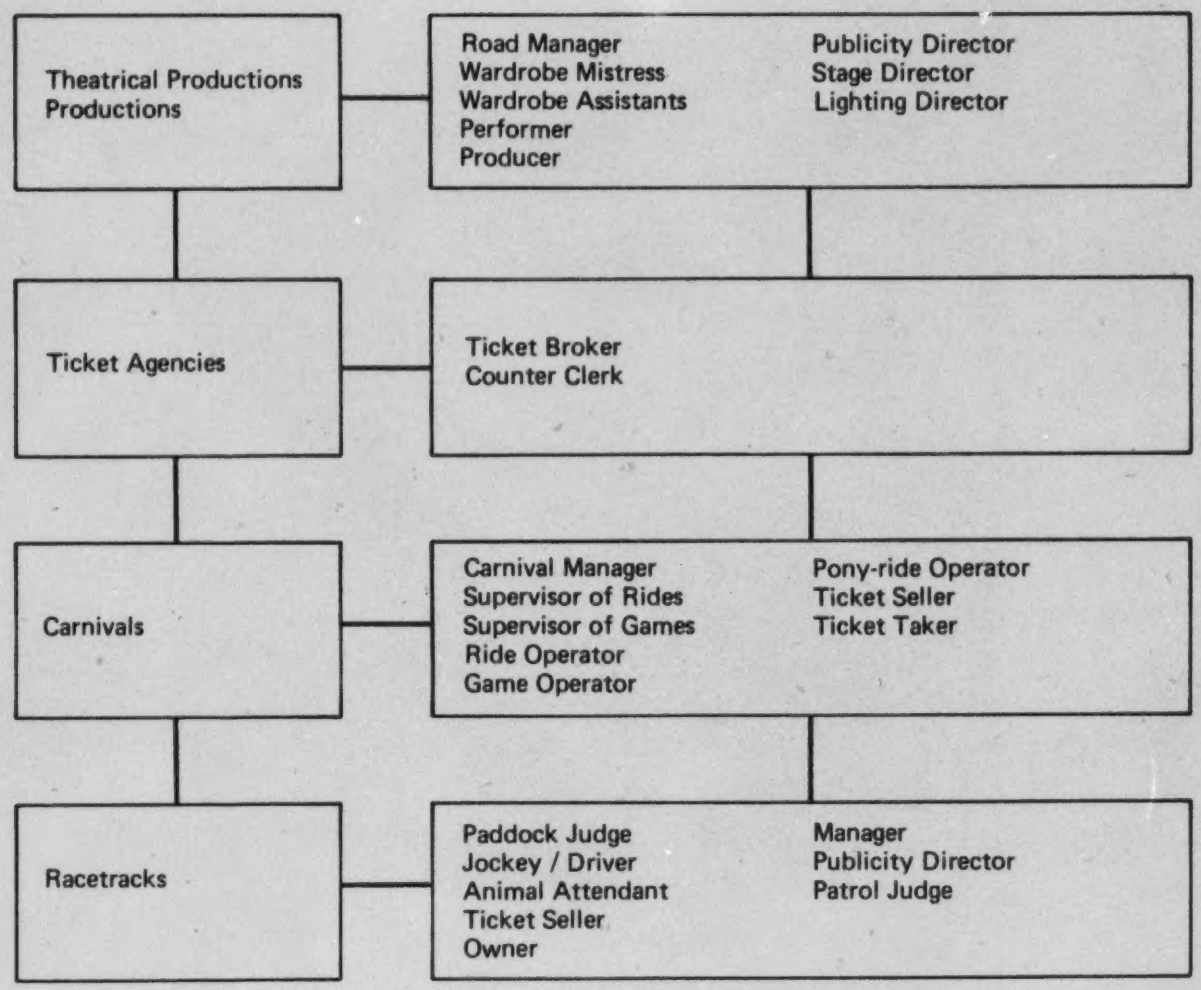

Parks
Park Superintendent
Director of Preservation
Director of Maintenance
Guides - Interpretive Naturalist
Maintenance Person
Pool Parlors
Owner
Desk Attendant
Municipal Agencies
Municipal Recreation Director
Assistant Director
Recreation Area Planner
Program Director
Recreational Facility Manager
Playground Director
Activity Director
Playground Leader
Attendant
Interpretive Naturalist
Camps
Owner
Director
Program Director
Activities Director
Head Counselor
Head of Waterfront
Counselors
Junior Counselors
Interpretive Naturalist

RECREATION

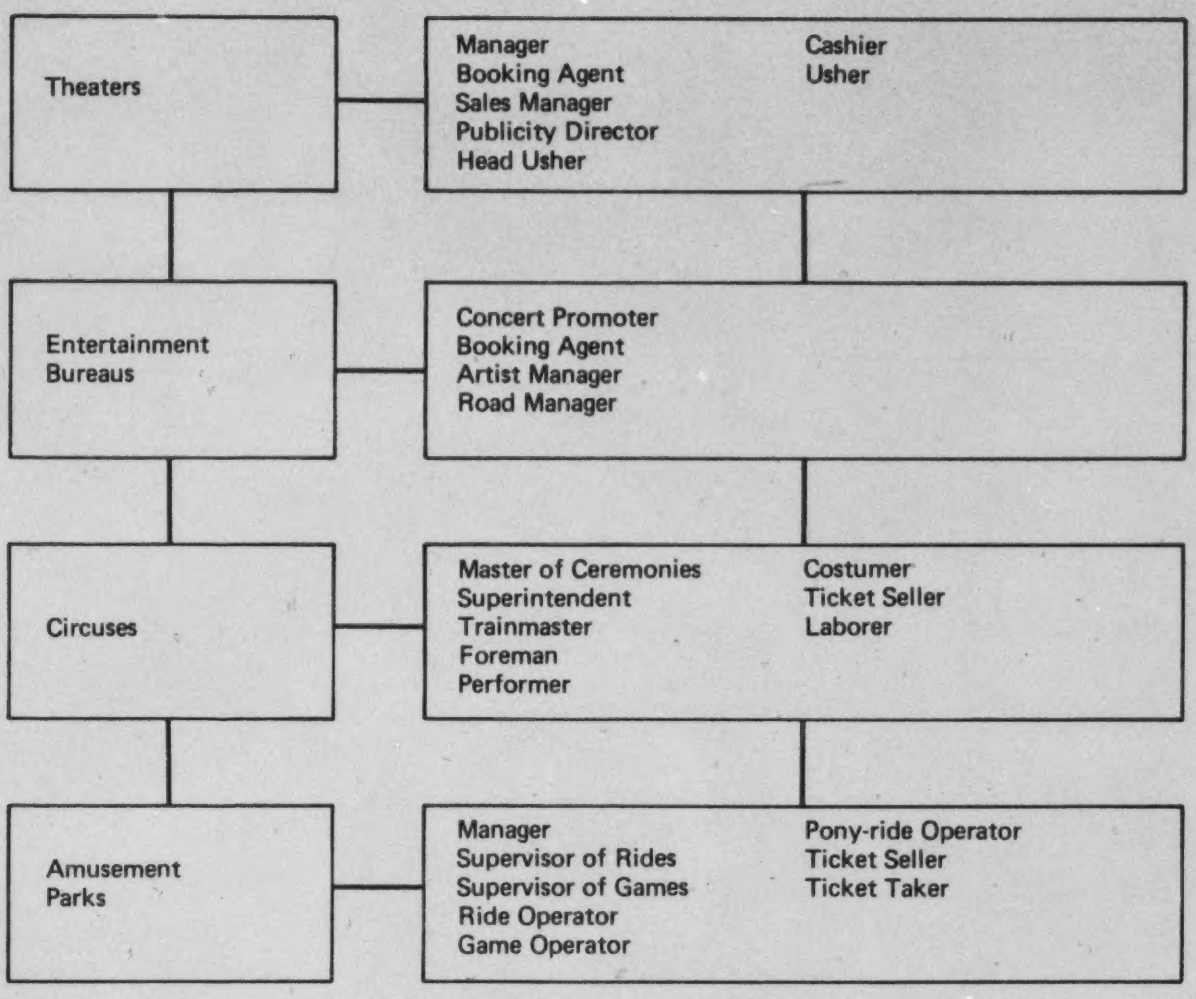

Bowling Alleys
Owner
Manager
Desk Attendant
Service Superintendent
Campgrounds
Director
Office Clerk
Site Attendant
Maintenance Person
Trailer Parks
Owner
Park Director
Office Clerk
Site Attendant
Maintenance Person
Sporting and
Recreational Camps
Camp Director
Publicity Director
Instructors
Reservations Clerk

ENTERTAINMENT SERVICES

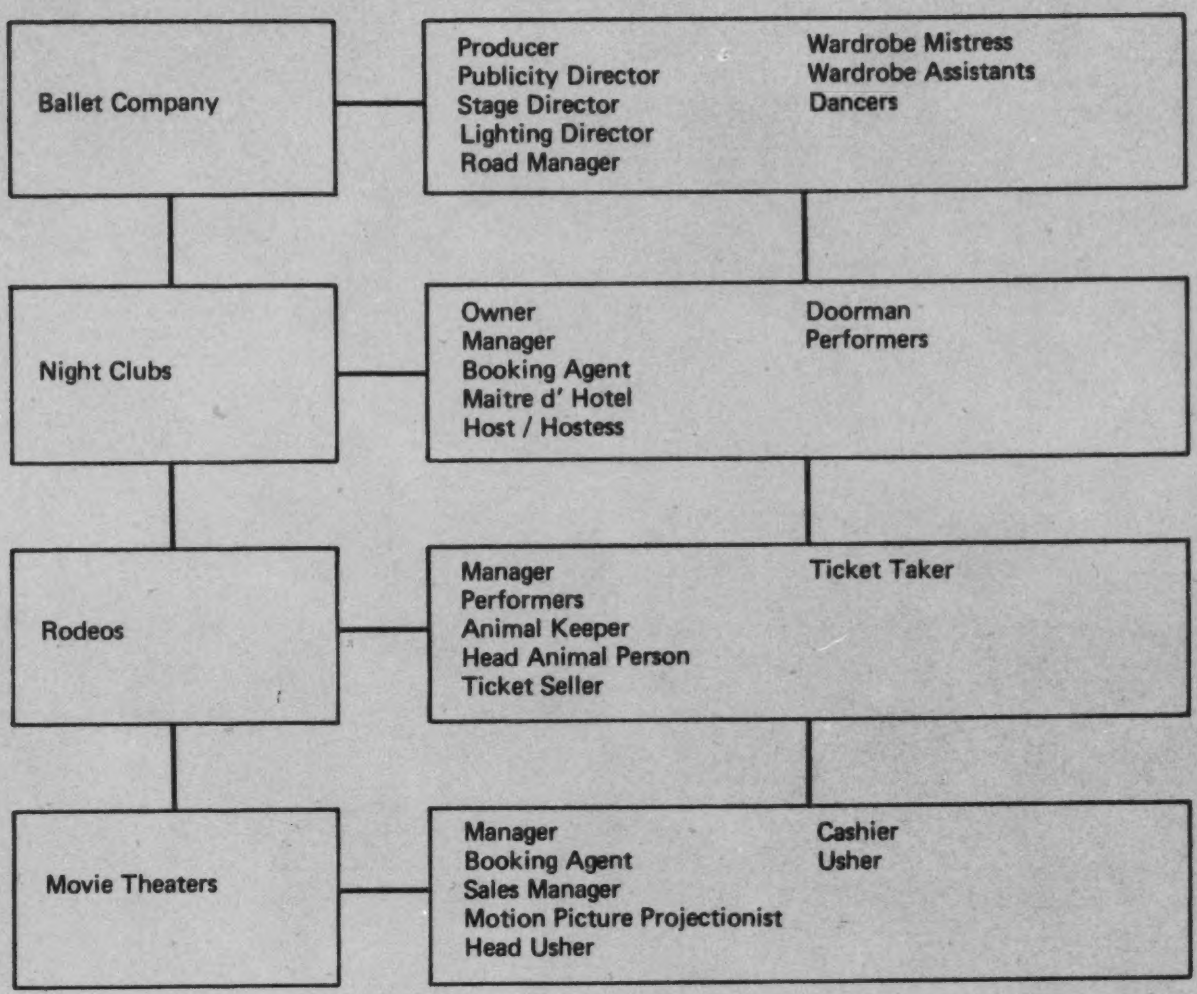
This subcluster includes those establishments and occupations involved in the management, promotion, and operation of entertainment. Movie theaters, circuses, amusement parks, dance companies, playhouses and booking agencies are examples of establishments in this subcluster. Occupations in this subcluster range from theater managers, to circus performers to ushers.



ENTERTAINMENT SERVICES

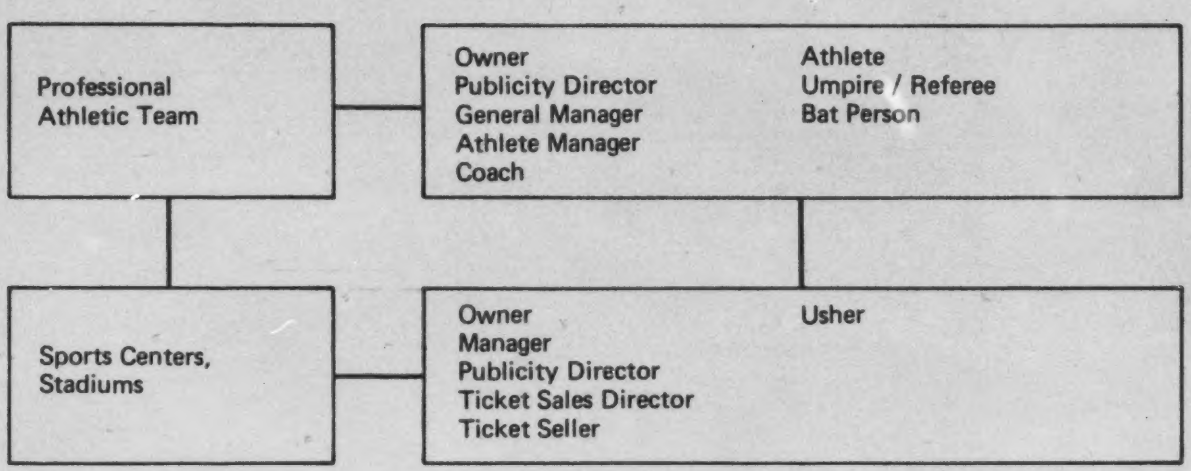


ENTERTAINMENT SERVICES



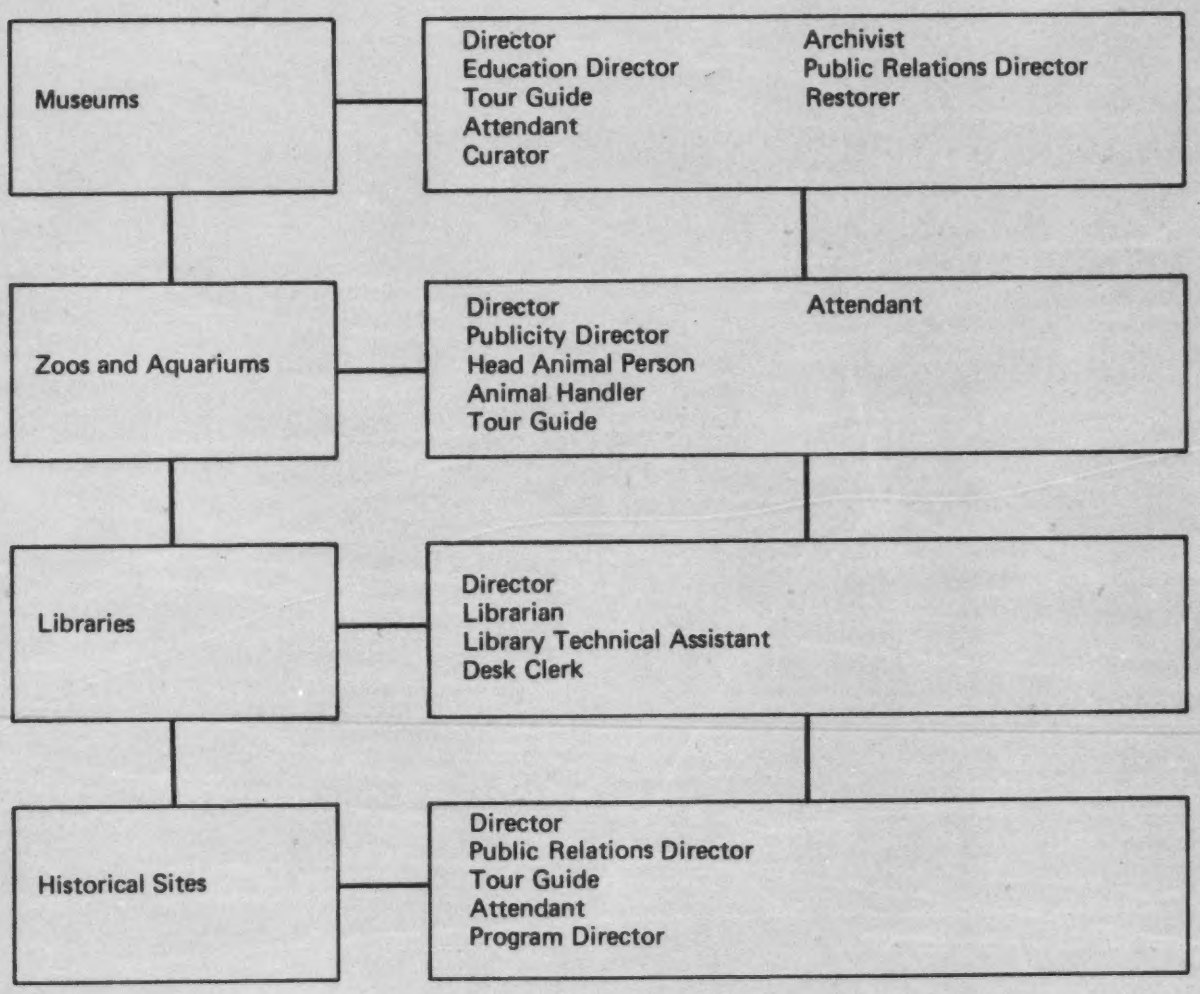
SPORTS

This subcluster includes the activities involved in professional sports. The occupations include professional athletes, referees, activities involved in the management and operation of sports centers such as stadium managers, professional sports scouts, ticket sellers and team managers. Industries include professional sports teams and sports stadiums.



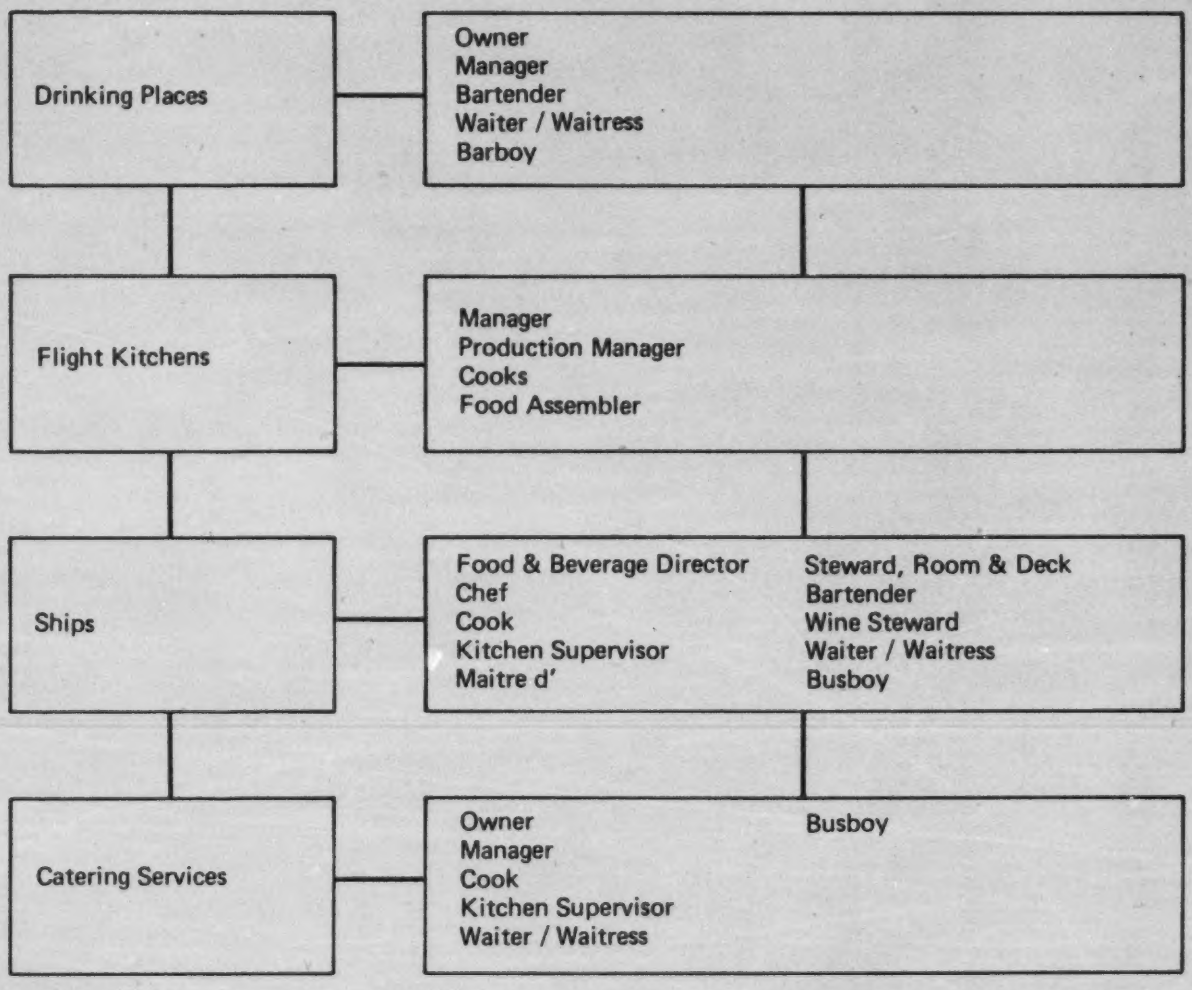
CULTURAL SERVICES

This subcluster includes those occupations involved in the management, services and operation of cultural institutions such as libraries, museums and zoos. Occupations in this subcluster include library director, archivist, tour guide and ticket seller.

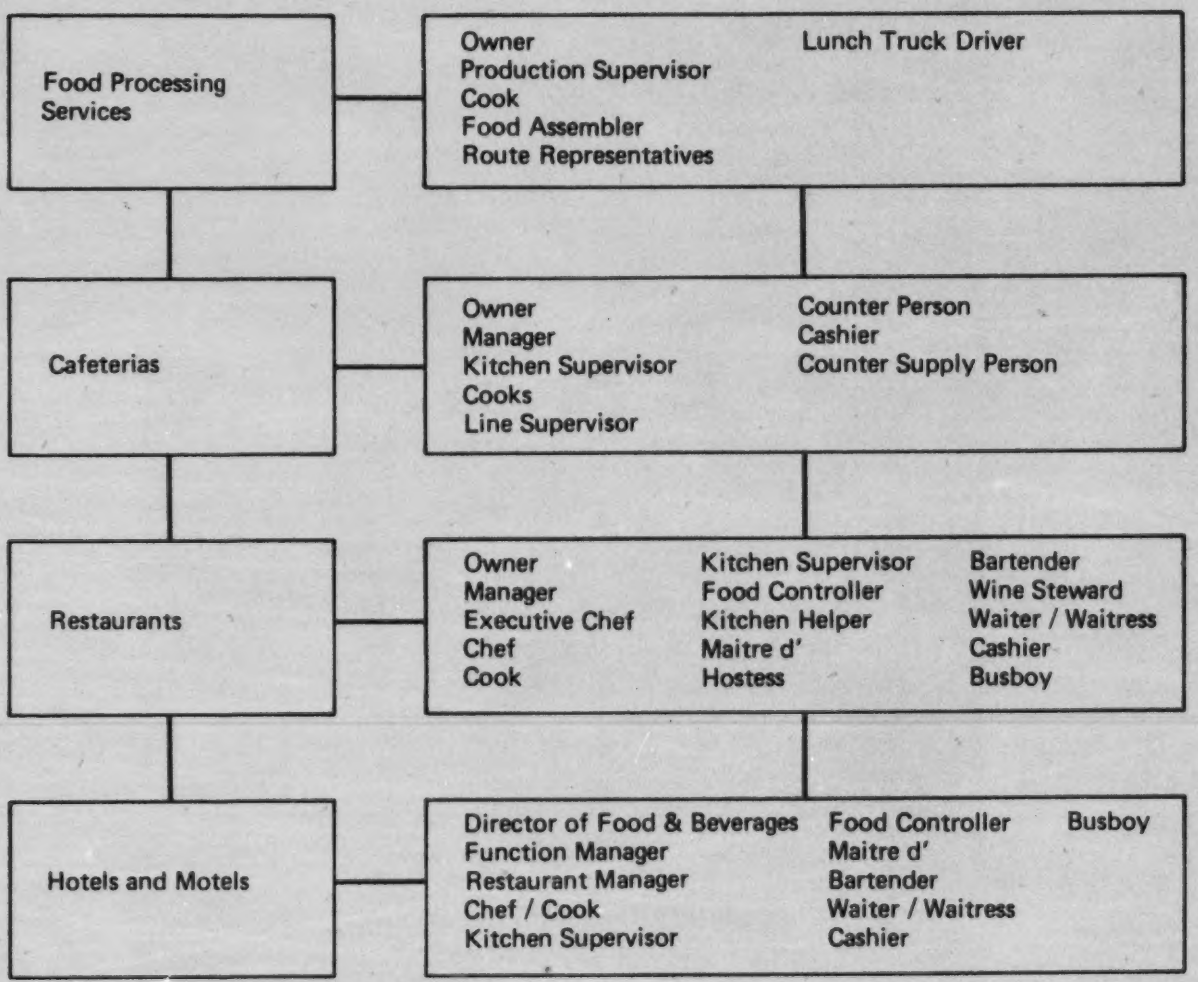


FOOD AND BEVERAGE SERVICES

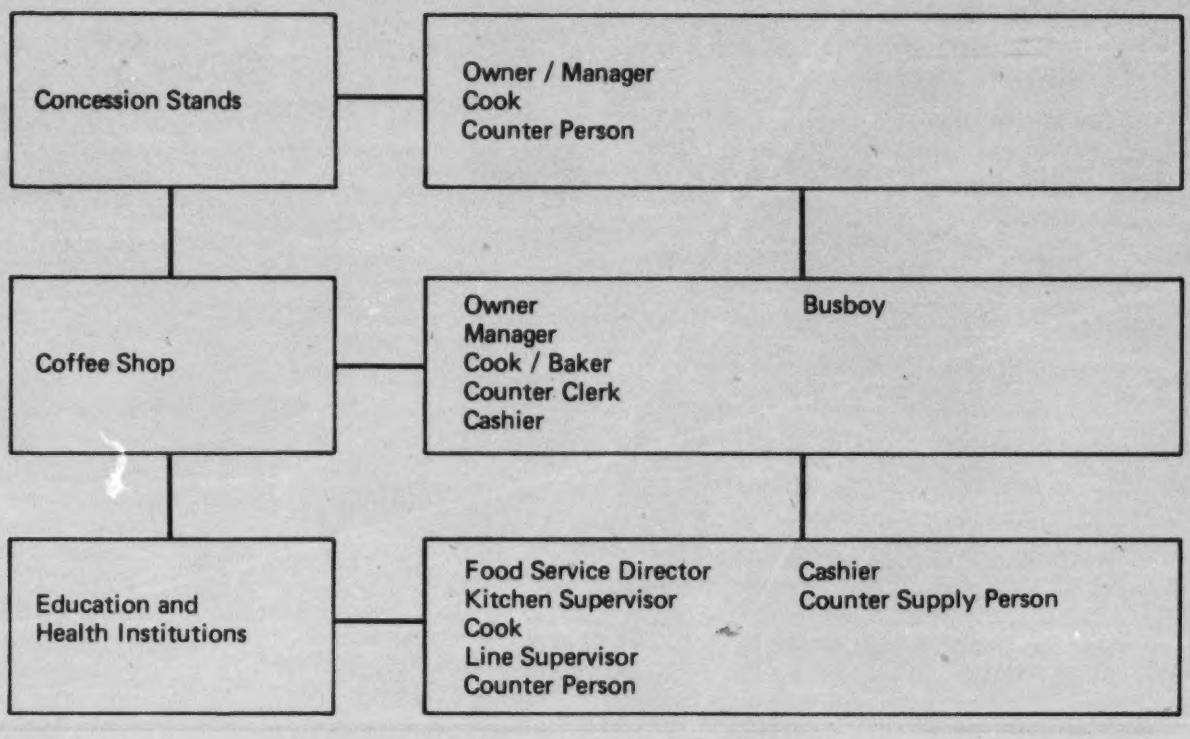
People employed in this subcluster are involved in food preparation, food service and food establishment management and operation. These occupations are found in a wide variety of industries including restaurants, school cafeterias, snack bars, catering service and airline food commissaries. Occupations in this subcluster include restaurant manager, chef, waiter, waitress and food and beverage managers.



FOOD AND BEVERAGE SERVICES



FOOD AND BEVERAGE SERVICES



FIELD-TEST SUMMARY

Field-testing in actual classrooms is an important phase in the development of viable and effective curriculum materials. The original version of these materials was field-tested in three schools in two states during 1975-1976.

The curriculum was field-tested with heterogeneous eighth grade classes in Burlington and Brockton, Massachusetts and in Jefferson County, Colorado. All the schools infused the Hospitality and Recreation materials into their regular curricula.

The curriculum was tested in settings of individual and team teaching. The seven (7) participating teachers had diverse backgrounds, which included Social Studies, English, Mathematics and Science.

The field test indicated that:

- On the whole, the materials were both usable and appealing to teachers and students.
- Students learned career development concepts, as indicated in performance measures and teacher observations.
- Students became acquainted with hospitality and recreation occupations, as indicated in performance measures and teacher observations.
- In the sites where control groups were available, students taking the curriculum demonstrated significant learning as indicated by performance measures.
- Community exploration can be accomplished if effort is applied. Teachers organized field trips, arranged for outside speakers, and coordinated independent projects in which students explored community resources.
- Teachers were especially enthusiastic about student-centered, active, participatory learning activities which embellished their own repertoire of teaching techniques.

A special feature of the field test included the participation of the field-test teachers in a National Conference on Career Education in Hospitality and Recreation. During this conference, teachers became familiar with the curriculum materials and methods for using them. This experience assisted teachers in applying the materials in their own classroom settings. Further assistance to teachers was provided by project staff during regular visits.

Revisions to the original materials were based upon the recommendations of field-test teachers and on classroom observations made by project staff. Information for improving the materials was obtained from teachers' records of what they actually did in class and how they and students reacted to the activities. In addition, project staff visited each school monthly over the five-month period of the field test, observed the curriculum in action, and discussed progress with the teachers.

The key revisions resulting from the field test include:

- improved format of presentation, including separation of teacher and student materials;
- increased attention to the presence of females and minorities represented in the materials;
- specific refinements of individual activities.

Credit for stimulating improvements in the curriculum materials belongs to the field test participants.

Field Test Participants

West Junior High School
Robert Reagan, Principal
Brockton, Massachusetts
David Carroll, Coordinator and Teacher
Thomas Adrian, Teacher
Patricia Bearse, Teacher
Robert Magee, Teacher

Marshall Simons Middle School
Richard Connors, Principal
Burlington, Massachusetts
Barbara Gorney, Teacher
Neal Lusas, Teacher

Belmont Junior High School
Dr. Maran Doggett, Principal
Lakewood, Colorado
Connie Self, Teacher

GLOSSARY

Advancement: Increase in salary, responsibility and/or status.

Avocation: A hobby; an activity engaged in, usually for enjoyment, in addition to one's regular work.

Capacity: Number of people a facility can accommodate.

Career: Progression of occupations; work history; the totality of work one does in a lifetime.

Career Path: Series of occupations or educational experiences which contribute to the achievement of a career goal; work history.

Case Study: Fictional example of a problem used to teach decision-making and analysis skills.

Chain: A number of similar facilities, e.g., restaurants, hotels, owned and operated by one individual or corporation.

Client: Customer (individual or business).

Cluster: Grouping of related occupations. For example, the Hospitality and Recreation Cluster.

Commission: Percentage of sale paid to a salesperson as compensation, usually figures as a percent of gross sales.

Communication Skills: Skills involved in giving or getting information: listening, asking questions, speaking, writing, etc.

Competition: Actions of businesses to attract the business of the consumer to their own establishment rather than to others providing similar products and services.

Consumer: Individual or business which buys and uses goods and/or services.

Consumer-oriented: Used to describe business establishments and employees which seek to please/satisfy the needs of the consumer.

Corporation: A form of business ownership where owner liability is limited to the amount of investment. A corporation is a legal "person" under state laws.

Entrepreneur: A person who organizes, manages and assumes the risk of a business venture.

Entry-level: Jobs in field for which minimal training or no specific training is necessary.

Expenses: Money paid for operating a business (for example, salaries, electricity, office supplies).

Facility: A place for a certain group activity; it may include buildings and/or grounds.

Franchise: The license sold to an organization or individual to operate a business using a certain name, selling certain products.

Fringe Benefits: Compensation in addition to salary which is given to an employee in non-monetary form. For example, vacation time and sick-leave.

Gross Profit: Amount of money earned after subtracting cost of goods and/or services sold from sales.

Gross Receipts: Amount of money taken in by a business.

Incentive: A reward to encourage action or performance, e.g., a raise in salary.

Interpersonal: Between or among people; usually refers to skills in dealing with other people.

Itinerary: Schedule and routing of a trip.

Job: An individual or specific work experience. Compare *occupation*, a work function or work role that can be performed in a number of different settings.

Job Analysis: Breakdown of a job into discrete tasks.

Job Description: Tasks performed and skills required for an occupation; what the worker actually does.

Job Requirements: Qualifications to do a particular job.

Job Satisfaction: Employee's liking for a job.

Lateral Mobility: Movement from one occupation to a similar occupation in the same or different industry without increase in responsibility.

Leisure Time: Time not spent in work or compulsory activity, free.

Lifestyle: Aspects of a person's life which reflect personal choices, preferences and characteristics.

Lodging Facility: A place (house, hotel, resort, etc.) where numbers of people may rent sleeping accommodations.

Management Responsibility: Organizing people, money and things to accomplish a purpose or achieve a goal.

Negotiate: Discuss with other individuals in order to come to fair terms of a deal.

Net Profit: Amount of money remaining after cost of goods and/or services sold and expenses have been paid.

Occupation: An activity that serves as one's regular source of livelihood; a work function or role that can be performed by an individual in a number of different settings. Compare *job*, a specific work experience.

Partnership: Form of business ownership that involves two or more people in business together.

Personnel: Employees of a business or institution.

Policy: A guiding procedure or general rule which management uses to make its plans and decisions. For example, some companies have a policy of promoting within, i.e., they will promote their own employees rather than hiring someone new.

Profile: Description of a person or facility.

Proprietorship: A form of business ownership that involves one person in business for himself.

Qualifications: Person's skills, abilities, experience, and training.

Questionnaire: A list of related questions used to research needed information.

Role-play: To act out the position or occupation of another, usually fictitious individual.

Resume: A summary of an individual's experience and education usually used in describing job applicant to potential employer.

Self-Assessment: Analysis of one's own strengths and weaknesses, abilities and interests.

Service: 1. Assistance provided to the customer; attitude of help.

2. An intangible product, e.e., housecleaning, delivery, haircutting.

Skills: Everything a person knows how to do.

Task: Component of a job, e.g., writing out receipts.

Trainee: Person who is learning responsibilities of a job.

Transaction: A trade or a deal.

Upward Mobility: Movement from one job to another involving increased responsiblity and pay; ability or desire to rise in position or status.

Vocation: One's regular occupation or profession; the occupation, profession or employment that one has *chosen* to do.

Work: Exertion or effort aimed at producing benefits for oneself or for oneself and others. Includes both unpaid activities and paid employment.

Work Environment: Industry; general category of work settings within a cluster, e.g., within Hospitality and Recreation, Lodging, Travel, Sports, Cultural Services, Entertainment, Food and Beverage, are industries or work environments. Also, the location or setting in which a job is performed.

Working Conditions: Factors in a job which affect the employee: hours, location, contact with other employees.

RESOURCES AND REFERENCES

CAREER EDUCATION

"Career Education." Washington, D.C.: Superintendent of Documents, 1972. Ten-page pamphlet describing basic concepts and goals of career education.

Career Education: A Handbook for Implementation. Washington, D.C.: Superintendent of Documents, 1972. Discussion of key concepts and need for career education, including strategies for implementation.

Career Education Resource Guide. General Learning Corporation, 1972. Extensive collection of tested K-12 career education classroom activities.

The Comprehensive Career Education System. Irvine, California: Educational Properties Incorporated. Model designed to integrate career education with classroom curricula, K-12. Model consists of 150 learning units, a Guidance Component, and a Component for the System Administration.

Goldhammer, Keith, and Taylor, Robert. *Career Education: Perspective and Promise.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. Book of readings on concepts, issues, problems, and trends in career education. Includes descriptions of several emerging career education programs.

Hansen, Lorraine Sudal. *Career Guidance Practices in School and Community.* Washington, D.C.: National Vocational Guidance Association, 1970. Resource guide for school personnel concerned with career development programs. Book includes principles and theories of career development and examination of several innovative career guidance programs, school-community career programs, and descriptions of multimedia and computer-assisted guidance programs.

Hoyt, K.B.; Evans, R.; Mackin, E., and Mangum, G. *Career Education: What It Is and How To Do It.* Salt Lake City, Utah: Olympus Press, 1972. Handbook for administrators and teachers interested in implementing a career education program.

Peters, Herman J., and Hansen, James G., eds. *Vocational Guidance and Career Development.* New York: MacMillan, 1971. Selected readings in vocational development. Basic areas covered include vocational development theories, occupational information, counseling, vocational guidance in the schools, and adult career development.

Smoker, David. *Career Education.* Arlington, Virginia: National School Public Relations, 1974. Discussion of need for career education, current developments, innovative programs, and future of career education.

CAREERS LITERATURE

Belanger, Laurene L. (consultant). *Occupational Exploration Kit.* Chicago: Science Research Associates. Set of 400 illustrated occupational briefs and booklets describing careers; Occuscan device enables student to identify occupations based on student's achievement and objectives.

"Career Education Digest". Irvine, Calif.: Educational Properties Incorporated. A magazine published 6 times a year which addresses the career education needs of administrators, teachers, counselors, and directors of Career Education Programs.

"Career World". Curriculum Innovations, Inc. Magazine that examines different careers each month. Magazine also includes interviews and source for further investigation.

Chronicle Guidance Occupational Briefs. Moravia, NY.: Chronical Guidance Publications. Sets of 4-page briefs on occupations.

Forrester, Gertrude. *Occupational Literature: An Annotated Bibliography.* New York: H.W. Wilson Co., 1971. Index to reference material for careers. Includes list of publishers.

Hopke, William E., ed. *Encyclopedia of Career and Vocational Guidance,* Vols. I and II. Chicago: Ferguson, 1972. First volume includes 71 articles describing major career fields. Volume II contains specific facts about over 650 occupations.

Marshall, Max L. *Cowle's Guide to Careers and Professions.* New York: Cowles Education Corporation, 1968. Guide to career planning for over 60 career areas.

Occupational Outlook Handbook 1974-5 (published yearly). Washington, D.C.: Superintendent of Documents. Comprehensive source of career information for over 700 occupations. Provides information on nature of work, employment outlook, training requirements, etc.

Schuman, Patricia. *Materials for Occupational Education.* New York: R.R. Bowker Co., 1971. Annotated listing of sources of occupational information for specific careers. Includes publishers, professional societies, and educational agencies.

Terkel, Studs. *On Working: What People Do All Day and How They Feel About It*. New York: Pantheon, 1974. People talk about their work and lives.

Wurman, Richard Savi, ed. *Yellow Pages of Learning Resources*. Cambridge, Mass.: MIT Press, 1972. Guidebook to using city resources for learning experiences.

CAREER PLANNING

Arnold, Arnold. *Career Choices for the 70's*. New York: Crowell-Collier Press, 1971. Book helps student evaluate aptitudes and interests relative to career. Includes information on routes to careers.

"Career Development: Education For Living". New York: J.C. Penney, Inc., 1974. (Free loan available from local J.C. Penney). Filmstrip-transparency cassette kit designed to help student probe own attitudes about work and leisure. Case study involving career planning is included.

"A Job That Goes Someplace". Pleasantville, N.Y.: Guidance Associates. Filmstrip-cassette kit looks at working young people and issues related to job advancement; introduces concept of "career ladder".

Kay, Evelyn, R. *Directory of Post-Secondary Schools With Occupational Programs*. Washington, D.C.: National Center for Educational Statistics, 1973. Comprehensive listing of postsecondary schools and institutions offering career-related program. (Does not include institutions which grant bachelor's degrees.)

Lovejoy, Clarence E. *Lovejoy's Career and Vocational School Guide*. New York. Simon and Schuster, 1973. Guide to schools and colleges, classified by type of occupational training offered.

JOB SEEKING

"About Getting A Job." Greenfield, Mass.: Channing L. Bete Co., 1969. Pamphlet contains information on where to look for jobs, sample resumes, and interview procedures.

Bolles, Richard N. 'What Color Is Your Parachute?" Berkeley, California. Tenspeed Press, 1972. Practical, humorous, job-hunting manual helpful as teacher reference.

Cobb, M.C. *Get That Job*. New York: Cowles Book Co., Inc. Book helps student assess qualifications and discusses role of personality in success. Includes practical guidelines for the interview and application.

"18 Almanac." Approach 13-30 Corporation. A handbook for leaving high school that contains humorous cartoon series entitled "All in the Job Hunt." Practical suggestions on applying and interviewing for a job are included.

Fast, Julius. *Body Language*. New York: Pocket Books, 1970. Book shows that how you sit, stand, look at people, etc. communicates things about you.

Gelinas, Paul and Robert. *How Teenagers Can Get Good Jobs*. New York: Richards Rosen Press, 1971. Book gives students practical information on how to apply and interview for a job.

Keefe, John. *The Teenager and the Interview*. New York: Richard Rosen Press, 1971. This book provides information about all the interviews teenagers will take. Valuable information on applications and techniques of applying for a job is also included.

"Preparing For An Interview." New York: J.C. Penney Co., Inc. (Free loan available from local J.C. Penney). Filmstrip-cassette kit designed to help student prepare for job interview.

Rich, James R. "*Getting the Right Job*." Columbus, Ohio: Distributive Education Materials Laboratory, 1969. Teaching unit on how to get a job. Includes exercises in which students obtain training in letters of application, resumes, applications, and interviews. Contains transparency originals from which duplicator masters can be made.

"Why Young People Fail to Get and Hold Jobs." Albany, N.Y.: New York State Department of Labor. Booklet identifies reasons why people don't get and keep jobs.

HOSPITALITY AND RECREATION

Almarode, Richard L. *Developing a Hospitality Program in High Schools*. Washington, D.C.: Council on Hotel, Restaurant, and Institutional Education, 1970.

Baldwin, Fred D. *Federal Youth Programs: A Discussion Paper*. Washington, D.C.: Office of Economic Opportunity, Office of Budget and Management, 1972.

Carlson, Deppe, MacLean. Recreation in American Life. 2nd ed. Belmont, Calif.: Wadsworth, 1972.

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Coffman, C. Dewitt and Recknagee, Helen J. *Marketing for a Full House*. Ithaca, N.Y.: Cornell University, 1972.

Cournoyer, Norman G. *Introduction to Hotel and Restaurant Law*. Amherst, Mass.: Econo Press, 1971.

Edwards, Harry. *Sociology of Sports*. Berkeley, Calif. The Dorsey Press, 1973.

Fales, John T. *Functional Housekeeping in Hotels and Motels*. New York: ITT Educational Services, Inc., 1971.

Haszonics, Joseph J. *Front Office Operation*. New York: ITT Educational Services, Inc., 1971.

Hjelte, George, and Shivers, Jay. *Public Administration of Recreational Services*. Philadelphia: Lea & Feiger, 1972.

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Inglewood Public Library. *Library Position Descriptions*. Inglewood, Calif.: Inglewood Public Library, 1970.

Jongeward, D. and James, M. *Winning with People–Group Exercises in Transactional Analysis*. Phillipines: Addison Wesley Pub. Co., 1973.

Kalt, Nathar.. *Introduction to the Hospitality Industry*. New York: ITT Educational Services, 1971.

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Kraus, Richard. *Recreation and Leisure in Modern Society*. New York: Meredith Corp., 1971.

Kraus, Richard, and Curtis, Joseph. Creative Administration in Recreation and Parks. St. Louis: The C.V. Mosby Co., 1973.

Lundberg, Donald E. *The Hotel and Restaurant Business*. Boston: Cahners Publishing Co., 1971.

Lutzin, Storey. *Managing Municipal Leisure Services*. Washington, D.C.: Management Association, 1973.

McDonnell, Virginia B. *Careers in Hotel Management*. New York: Julian Messner, 1971.

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Tucker, Gina. *The Science of Housekeeping*. Boston: Cahners Publishing Co., Inc., 1973.

Vallen, Jerome J. *Check-In–Check-Out*. Dubuque, Iowa: Wm. C. Brown Co. Publishers, 1974.

Verhoven, Peter, and Vinton, Dennis. *Career Education for Leisure Occupations: Curriculum Guidelines for Recreation, Hospitality and Tourism*. Lexington, Kentucky: University of Kentucky, 1972.

World Almanac and Book of Facts. New York: Newspaper Enterprise Association, 1975.

RESOURCE ORGANIZATIONS

American Association of Conservators and Restorers
1250 East Ridgewood Avenue
Ridgewood, New York 17450

American Association for Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

American Association of Museums
2233 Wisconsin Avenue N.W.
Washington, D.C. 20007

American Association of School Librarians
50 East Huron Street
Chicago, Illinois 60611

American Association of Zoological Parks and Aquariums
Oglebay Park
Wheeling, West Virginia 26003

American Hotel and Motel Association
888 Seventh Avenue
New York, New York 10019

American Motor Hotel Association
1025 Vermont Ave. N.W.
Washington, D.C. 20005

American Society of Landscape Architects, Inc.
2050 K Street, N.W.
Washington, D.C. 20006

Archives of American Art
41 East Sixty-Fifth Street
New York, New York 10021

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Club Managers Association of America
1030 Fifteenth Street, N.W.
Washington, D.C. 20005

Council of Hotel, Restaurant, and Institutional Education
Suite 219
11 Coger Executive Center
Norfolk, Virginia 23502

The Educational Institute of American Hotel & Motel Association
1407 South Harrison Road
East Lansing, Michigan 48823

Hotel-Motel Greeters International
166 East Superior Street, Suite 501
Chicago, Illinois 60611

Hotel Sales Management Association
55 East 43rd Street
New York, New York 10017

Institute for Study of Sport and Society
Hales Gymnasium
Oberlin, Ohio 44074

International Association of Amusement Parks and Attractions
1125 Lake Street Building
Oak Park, Illinois 60301

International Recreation Association, Inc.
345 East 46th Street
New York, New York 10017

National Academy of Sports
220 East 63rd Street
New York, New York 10021

National Art Museum of Sport
Madison Square Garden Center
Gallery of Art, Pennsylvania Plaza
New York, New York 10001

National Association of Hotel-Motel Accountants
Essex House, 100 Central Park South
New York, New York 10019

National Association of State Outdoor Recreation
6425 South Pennsylvania, Suite 11
Lansing, Michigan 48910

National Association of Theaters Owners
1501 Broadway
New York, New York 10023

National Entertainment Conference
Post Office Box 11489
Columbia, South Carolina 29211

National Executive Housekeepers Association
Business and Professional Building
Second Avenue
Gallipolis, Ohio 45631

National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

National Trust for Historic Preservation
740 Jackson Street, N.W.
Washington, D.C. 20006

UNIT I: WHAT IS A CAREER?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Career Decision-Making	
Students examine the factors which affect job selection and job satisfaction.	Instructions, four biographical sketches and lists of questions for each student.
B. The Future	
Students identify their own interests in relation to different occupational tasks.	Instructions and list of questions for each student, magazines and construction paper.

UNIT I: WHAT IS A CAREER?

OBJECTIVES

- Students will be able to characterize some of the differences between a career and a job. (There is no universally accepted set of differences, but students can profit from discussions of what some of the differences might be.)
- Students will be able to explain the role that education, training, and experience can play in planning for a career.
- Students will be able to describe a long range view of their future employment beyond their immediate post-graduation and/or post-school termination.
- Students will be able to describe the specific steps involved in planning a career.
- Students will be able to list five hospitality and recreation occupations.
- Students will be able to articulate their interests and describe their leisure time activities.

RATIONALE

To date, students at this age have tended, primarily because of parental and socio-economic influences, to develop a rather narrow view of their capabilities and potential. This curriculum attempts to broaden their view of alternative career paths and lengthen their view of their own career path. The intent is neither to impose the value of long-range planning nor to argue in favor of commitment to a specific career. The objective is rather to sensitize students to the difference between a job and a career in order to expand their horizons. Adoption of this longer range view will enhance the students' ability to undertake effective and personally realistic decision-making as they develop their own careers and/or job histories.

To accomplish this end, the following exercises ask students to read and discuss a series of biographical sketches, in part to determine whether or not each constitutes a career, and to assemble magazine pictures of activities which interest them, in part to identify their leisure time and career preferences. Often the students will find that there is no clear-cut decision about whether a particular job constitutes a step in a career. Determination of a definite 'yes' or 'no' answer is not as important as the discussion which takes place as the students weigh the variables involved.

CONCEPTS

- An individual's life usually has aspects that are carefully planned, aspects that are determined primarily by chance, and aspects that combine some planning with some elements of chance.
- A person's career might center around his or her employment and education and training experiences. A career is based on both planning and chance.

  For example, the economic environment in which you live often determines the kinds of jobs that are available to you. The financial status of one's family often plays a role in the education and training opportunities available. The state of the economy will determine for some people whether or not they can get a job. Family responsibilities influence minimum income requirements.
- There is a common misconception that one has to be a professional to have a career. Any person can have a career. There is no occupation, job or series of jobs which could not be considered part of someone's career.
- There is no single definition of what constitutes a career. Some definitions of "career" include a series of related (or unrelated) jobs, one or two jobs and special education and training, or no paying job at all—but rather the series of interests and activities that make up a person's life.
- Formal training and education are not the only ways to acquire marketable skills. Hobbies and other non-school activities can result in the development of marketable skills.
- Career changes occur often. Re-training is possible; and, often some of the skills one has acquired through work experiences and hobbies, can be applied to a different job in a completely different field.
- Key elements in successful career planning are knowledge of one's own interests and characteristics and broad-based knowledge of employment opportunities. This knowledge broadens an individual's options.
- Work typically occupies a large part of one's time. Accordingly, one should devote time and energy to planning what job to undertake in order to attain a meaningful and satisfying experience.

ACTIVITY A. Career Decision-Making

Introducing the Activity

1. Explain to the class that one of the purposes of this series of exercises is for them to gain some understanding of the factors in an individual's selection

of a job and in the planning of his or her career. Chance, education and training can play key roles, and of considerable importance are the individual's interests and hobbies.

2. Ask students if they can think of some of the elements that go into job satisfaction. (Pay, liking the work, match between job requirements and individual skills and interests, and so forth). Write these items on the board, along with key words like *career, job, occupation, career planning, job satisfaction*, and so forth.

Guiding the Activity

1. Divide the class into groups of five to eight students.
2. Explain to the class that each group is to appoint someone to take notes.
3. Ask students to read the instructions, and give them a chance to ask questions about any points that might require clarification.
4. Each group is to read all four biographical sketches.
5. Allow the groups twenty minutes to read, answer the questions, and discuss each sketch. (This exercise might take two periods.) Remind the groups when each twenty-minute period is up.
6. Reconvene the class after all the sketches have been discussed by the groups, and begin the post-activity discussion. For some of the questions, it might be appropriate to write the different group's responses on the blackboard for easy comparison. However, it may not be feasible to compare all the groups' responses to the questions. It is therefore suggested that, for example, Group 1 and 2's responses on Stuart Smithfield be compared, Group 3 and 4's responses on Janet Miller compared, and so forth.

Learning More From the Activity

1. The following points should arise during comparison and discussion of the groups' responses.

Stuart Smithfield

- It is important to take into consideration one's own interests and hobbies when thinking about a job or a career.
- Often, there are counseling resources that one can turn to if one is having difficulty in making a decision about a job or career. These resources include guidance counselors in schools and professional employment agencies for adults.
- There are a number of factors that enter into job satisfaction, among which are: working conditions (e.g., working outdoors), match between interests and job requirements, pay and fringe benefits. Other factors will be discussed in relation to other profiles.

Janet Miller

- Sometimes what we do is determined by external factors over which we have little control (e.g., the need of Janet's family for income, which required her to drop out of school).
- There are many jobs you can get without a high school diploma, but very often they pay little. However, entry-level jobs provide experience and skills for career mobility.
- Review the skills required of the desk clerk and of the front office manager.
- Point out that, as in Janet's case with the manager's job, one does not necessarily like what one is good at. There is a difference between a skill and an interest.
- The element of chance also plays a role; e.g., Janet's experience as a chambermaid provided entry into the hotel/motel industry.

Richard Osgood

- An individual can prepare himself for a variety of related careers, in order to be better prepared either for whatever chance might bring or for a change in interests.
- When working in a certain occupational environment, people sometimes have to wait to attain a job they want.
- It is possible to change careers in midstream if you are willing to undergo the required training and/or to acquire the necessary experience.

Rose Wilcox

- Review the characteristics of a successful entrepreneur: management skills, initiative, ambition, willingness to work hard, ability to live through business slumps, perserverance, patience, and so forth. In addition, entrepreneurship frequently provides an alternative or option in career planning.
- Point out that different people begin planning their careers at different points in their lives. In Richard Osgood's case, it was a high school. In Rose Wilcox's case, it was not until college. Some people never plan their careers.

Points to Stress

- It is now appropriate to introduce the question, "What is a career?", since students have done some thinking about and analysis of the career paths of four individuals. Reinforce the point that there are no right or wrong answers. Many elements interact in a career and in career planning, such as:

  Knowing one's own interests, skills, and hobbies
  Becoming familiar with a wide variety of jobs
  Matching these jobs with one's own interests, skills, and hobbies
  Planning for education and training
  Planning several alternative career paths in order to be prepared for whatever contingencies arise.

ACTIVITY B. The Future

Introducing the Activity

1. Explain to the class that in this exercise each student will select and cut out from magazines pictures of people doing things that he/she would like to do some day or that he/she does now. Stress the point that the student does not have to possess the skills required for the job or task depicted in the photograph. He or she can select any picture which looks interesting, whether the person is working or is engaged in a leisure or recreational activity.

Guiding the Activity

1. Collect as many different kinds of magazines as you can find. If you are having difficulty finding magazines, you might request other faculty members or students to bring in magazines from home.
2. After the pre-activity discussion, give the students a few minutes to read the student instructions and then answer any questions they might have.
3. Distribute the construction paper and arrange the magazines in stacks around the classroom. Give the students thirty minutes to select approximately five pictures and paste them onto the construction paper. (As an alternative, this can be done as a home assignment.)
4. When the collages are finished, give the students twenty minutes to answer the questions in the student version of the exercise.
5. Once the questions have been answered, ask for two or three volunteers to present their collages to the class and explain their interest in the pictures. Some questions you might raise to assist the class in analyzing the volunteer's interests are:
   - Is the activity being conducted indoors or out of doors?
   - Does the activity involve using the hands or thinking about something?
   - Does the activity involve math or science in any way?
   - Does the activity involve athletic ability?
   - Is it the kind of activity that might be done on a job? What job or jobs?

Learning More from the Activity

1. Ask students to select their two favorite pictures and explain in writing their interest in those pictures, along the lines of the class discussion of the volunteer's collages. This could be a productive homework assignment.
2. Some of the collages might make an interesting display in the classroom.

Points to Stress

- Occupations in Hospitality and Recreation are directed toward helping people use and enjoy their leisure time. Many of the hospitality and recreation jobs, such as waitress, waiter, sports instructor, and so forth involve providing services to people. Can you think of some occupations which might be included in the Hospitality and Recreation cluster? For example, what kinds of jobs are there at a bowling alley? In a restaurant? At a movie theater?
- Many interests can result in satisfying jobs. We will talk about this in later units.
- Interests can cover a wide variety of activities. One can have an interest in working with one's hands, in being outdoors, in listening to music, in participating in sports, in working and/or being with people, or conversely in working or being alone, in reading about a wide variety of things, in racing cars, and so forth. It is important to know what your interests are to find a satisfying job.
- Americans have more leisure time than they have work time. It is therefore important to develop your interests so that you can enjoy your leisure time.

UNIT II: HOW DOES ONE PLAN FOR A CAREER?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Hobbies	
In small groups, students relate avocational interests to occupations.	Instructions for each student.
B. Occupational Analysis	
In small groups, students review and answer questions on three hospitality and recreation industries and the occupations associated with them.	Three descriptions of hospitality and recreation industries with related questions for each student.
C. Career Paths	
In small groups, students review two case studies and answer questions relating to career planning.	Two case studies for two hospitality and recreation occupations for each student.

UNIT II: HOW DOES ONE PLAN FOR A CAREER?

OBJECTIVES

- Students will be able to explain the value and importance of career planning.
- Students will be able to identify some of the components of career planning.
- Students will be able to describe in general terms the relative advantages and disadvantages of some occupational resources, such as education, training, job experience, and so forth.
- Students will be able to conduct a simple occupational analysis.
- Students will be able to conduct a simple self-assessment.
- Students will be able to describe at least two hospitality and recreation industries and to identify at least three occupations found within them.
- Students will be able to identify the jobs that can be developed from certain hobbies.

RATIONALE

This unit asks students to examine the components of the career planning process: individual skills and abilities on the one hand and job requirements and characteristics on the other.

The activities focus on assessment of the skills and interests of individuals, analysis of job requirements and on matching job requirements with individual skills. This focus is intended to stimulate the student to think realistically about jobs and about assessing his or her own skills and abilities.

CONCEPTS

- Most hospitality and recreation occupations are closely related to and dependent upon other hospitality and recreation occupations. Employees in hospitality and recreation typically work together, have similar or the same skills, and are involved in providing entertainment or other leisure time services to their consumers.
- It is important to know your own hobbies and interests in planning what you want to do in the future.
- There is certainly more than one way to acquire a particular job. One method is to work your way up through the business–acquiring new skills on the job and building up work experience. Another way is to start higher up on the ladder by going to a school or training center to acquire the skills you need.
- There are many occupations in the world of work. It is important to become familiar with as many of them as possible, in order to increase your own chance of finding one which suits you.
- Every occupation has certain skills and aptitudes associated with it. In addition, the nature of the job is influenced by the environment in which it is found. Some of the factors which characterize a job are: whether it requires working with people, things, or ideas; whether it is indoors or outdoors; whether it requires formal education and training; whether or not it requires a great deal of manual dexterity (ability to work well with one's hands); whether or not it requires travel; what the working environment is (factory, recreational facility, office, etc.); whether it requires the ability to operate special equipment.
- The procedure of analyzing an occupation in order to name its related skills and aptitudes is called occupational analysis. (The Department of Labor has done this for many jobs and has published the results in the *Dictionary of Occupational Titles*.) In analyzing an occupation, information unique to the local community should be included. The Dictionary only provides a generalized description which may not correspond exactly to the situation in your community.
- The process of determining one's current skills and interests, and potential skills and interests is called self-assessment. There are many ways in which one can assess his/her interests and skills. One can look at hobbies and the ways in which he/she spends free time. One can take vocational and aptitude tests to determine abilities. (NOTE: you might ask the school counselor to explain to the class what some of the available tests are. Explain that many of these tests have severe limitations, both in terms of the way they're designed and because interests and skills change over time. They cannot usually be used to forecast what an individual will do in the future, but they provide some insight into the present.) One can explore occupations interests by reading about occupations of interest. (NOTE: If there is not already a career education section in your school library, you might work with the librarian to establish one. For materials which might be included, see the Resources and References section of this curriculum.)
- SELF-ASSESSMENT IS A CONTINUAL PROCESS. Interests and skills are constantly changing

and developing. Therefore, one should never stop determining what his/her interests and skills are.

- The important process of career planning includes assessing one's interests and skills in relation to the opportunities available in the job market.
- One should not be restricted by skills one doesn't presently have. Many can be acquired through education and training or job experience.
- Many workers in the field of hospitality and recreation have no expectation of making a career in the field. They may be working in a hospitality and recreation job because of temporary interest in the field, because it is a source of money, or because they wish to perform a service; but they have no career expectations in the field. Examples are camp counselors, ushers, ticket-sellers.

ACTIVITY A. Hobbies

Introducing the Activity

1. Explain that this short exercise is an introduction to exploring interests and abilities.
2. Many jobs can be developed from hobbies. The purpose of this exercise is for the student to exercise his imagination by thinking up different ways of earning money from certain hobbies.
3. If the students can not think of a particular job title, they should simply describe the money-making activity that can be developed from the hobby as best they can.

Guiding the Activity

1. Write the hobbies listed in the student materials on the blackboard, and ask students to suggest approximately ten others and add these to the list on the blackboard.
2. Illustrate the exercise by having the class as a whole develop a list of jobs from one or two hobbies. For example, someone who likes woodworking can become an independent carpenter or can work for a home construction company. Someone who likes to write (letters, essays for school, school newspaper) can be a writer for a newspaper, can write ads for an advertising agency, can write articles for magazines, can do technical writing for research firms, and so forth.
3. Ask students to read the instructions. Tell the students that they are to develop a list of jobs for eight of the hobbies on the board, to be chosen by each group.
4. Divide the class into groups of five to eight students each.
5. Circulate among the groups, offering assistance only if a group seems to be stuck.
6. After thirty minutes, reconvene the class.
7. Using a blackboard, flip chart, or overhead projector, go through the hobbies one by one, giving each group the chance to indicate what jobs they developed for each hobby.

Learning More From the Activity

1. Reiterate the point that, as the students have demonstrated, jobs can be developed from hobbies.
2. Explain that the next step is for students to examine their own hobbies and try to determine what jobs might be associated with them.
3. Some of the jobs which might be associated with the hobbies listed in the exercise are:
   a) Dancing: dance instructor, performer (ballet, night club, TV).
   b) Rock Music: record company or radio station employee, Master of Ceremonies at concerts, manager of a rock group, player in a rock group, salesperson in a record shop.
   c) Reading: teacher, scholar, publishing house manuscript reader, researcher in a business or social science firm.
   d) Baseball or Softball: professional ball player, coach, school gym teacher, sportscaster (TV or radio).
   e) Jazz: disc jockey on radio station, performer, manager of a group, salesperson in a record shop.
   f) Camping: forest ranger, conservation officer, field staff for one of the naturalist magazines or organizations, scout (professional leader).
   g) Photography: photographer in a variety of fields; e.g., sports, wildlife, family portraiture, and so forth; TV camera operator; photographic equipment salesperson or dealer.
   h) Giving Parties: host or hostess for a restaurant, conference coordinator for a hotel or motel.
   i) Pets (dog, tropical fish, hamster, etc): veterinarian, animal breeder or trainer, employee in zoo or aquarium.

j) Model trains, planes, ships: artist, engineer, display designer for a store or recreation facility.

Points to Stress

- The hobbies which a person has are a good indicator of his or her interests. Analysis of these interests is an important part of the career development process.
- Many different kinds of jobs can be associated with hobbies.

ACTIVITY B. Occupational Analysis

Introducing the Activity

1. Review the definition of the field of hospitality and recreation. (See Introduction to Teacher's Curriculum Guide.)
2. Explain that every job exists in a certain work environment and that the work environment often affects the job—especially regarding working conditions. Ask students to give examples of different work environments (e.g., factory, school, restaurant, office, and so forth).
3. Explain the procedure called 'occupational analysis'—breaking a job down into discrete tasks and responsibilities. Students will be asked to perform simple occupational analyses after each description.

Guiding the Activity

1. Explain the purposes of the exercise: (1) to familiarize the students with three typical hospitality and recreation industries and the occupations associated with them; and (2) to have students learn how to analyze occupations and industries by answering questions.
2. Explain that the class will be divided into groups for this exercise. Each group will appoint a notetaker, who will record the group's responses to the questions.
3. Ask the class to turn to the first scenario and give the students five minutes or so to read it. Then divide the class into groups.
4. Allow the groups twenty to thirty minutes to answer the questions.
5. Reconvene the class and discuss the groups' answers as suggested below.
6. Turn to the second scenario and follow the procedures outlined above. It is advisable to spread the exercise over two or three days, since all of the scenarios probably cannot be covered in one class period.

Learning More From the Activity

1. You will need a blackboard, overhead projector, or flip chart. Go through each question, recording each group's answers on the board. If there are major differences, ask individuals in the groups to explain their responses.

   After all questions for all three descriptions have been reviewed, suggest to students that they keep the copies of the descriptions for later reference.

2. Answers to the questions are:

   The Sun-It Resort

   1. A, B, C, D, G, H, M
   2. B, C, D, E, F
   3. B, E, F, H, I, J, M, P, S
   4. A, B, E, F, K, L, O, P, Q, S
   5. A, G, H, M, N, R
   6. B, G, H
   7. P, M
   8. J, K, L, O, S

   New City Recreational and Entertainment Complex

   1. A, D, F, H
   2. D, E, F, I
   3. I, J
   4. A, B, D, G
   5. Ability to give instructions clearly; to communicate well
   6. A, B, C, G, H
   7. E, F, I, J
   8. B, H
   9. A, D, E, F
   10. C, F, H

   The Big Ship Tour Boat Line

   1. A, J, K
   2. H
   3. A, B,
   4. C, D, G, H, I, J
   5. A, F, G, K
   6. A
   7. C, D, E, H
   8. K
   9. A, F, G, I, J, K
   10. A, H, I
   11. Travel

3. Note that many of the jobs that were listed in the above activities require the ability to get along well with people. This is a skill often required in hospitality and recreational jobs.
4. Ask students to begin to think about what they like to do. Do they like being outdoors, for example? In

later units students will focus on their own interests and skills.

Points to Stress

- Analyzing a job in terms of its skill and training requirements and the working environment is an important part of the career planning process.

ACTIVITY C. Career Paths

Introducing the Activity

1. There is always more than one way to attain a particular job. The purpose of this exercise is for you to discover, by analyzing two case studies, at least two of these ways.
2. Career planning can involve education, training, job experience, or any combination of the three. There is also an element of chance involved in the way opportunities develop. However, planning enables the individual to take advantage of opportunities.
3. The nature of the opportunities that are available to you will affect your career.

Guiding the Activity

1. After the pre-activity discussion, ask the class to turn to the first case. Allow the students ten to fifteen minutes to read it.
2. Divide the class into groups of five to eight students. Allow them twenty to thirty minutes to answer the questions following each case.
3. Reconvene the class to discuss the first case. Then do the second case study, perhaps on a different day.

Learning More From the Activity

1. You will need a blackboard, flip chart, or overhead projector. Once the class has been reconvened, go through the questions one by one, recording different groups' responses on the board. When there are differences, ask students in each group to explain their position.
2. Some of the elements of career planning are:
   - self-assessment
   - occupational analysis
   - exposure to a wide variety of occupational opportunities
   - education and training
   - job experience
   - chance
   - the opportunities available in the geographic area you want to work in
   - selection of alternative occupations

Points to Stress

In order to lead as satisfying a life as possible, it is important to plan your career. It is never too early to start planning. You can always change your mind, and change can be constructive. In one way or another, you will be involved in career planning until you retire—and perhaps, even after that.

UNIT III: FUN IN THE SUN

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Fun in the Sun	
Students role-play travel agents, consumers, and hospitality and recreation personnel involved in vacation planning.	Instructions for each student Ten role-profiles, one for each student Four forms for each *Travel Agent*

UNIT III: FUN IN THE SUN

OBJECTIVES

- Students will be able to identify four hospitality and recreation industries.
- Students will be able to describe the typical hospitality and recreation activities within four industries.
- Students will be able to describe the interdependence of hospitality and recreation businesses and activities.
- Students will be able to identify typical characteristics of some hospitality and recreation consumers and describe the impact of these characteristics upon the nature of hospitality and recreation businesses and activities.

RATIONALE

People in all walks of life, at all economic levels, and of all ages, are consumers of hospitality and recreation activities. The abundant number and types of these activities reflect the varied interests people bring to their leisure activities and any limitations they may have. For example, specifically, leisure activities may differ along the following lines:

- activities suited to younger or older people
- activities suited to active or sedentary people
- daytime or nighttime activities

and may be limited by the following:

- finances
- time available
- location
- distance to be travelled
- facilities available.

This unit is designed to introduce the student to the variability of consumer interests and desires concerning leisure activities. By role-playing travel agents, customers, hotel and restaurant managers, and recreation facility directors, students become aware of this variability and the necessity for compromising on some objectives when they cannot all be met.

CONCEPTS

- Businesses and activities involved in hospitality and recreation assist people to enjoy more fully their non-working/non-school time away from home.
- Since hospitality and recreation activities are concerned with assisting the consumer to enjoy more fully his/her non-working/non-school time, consumer objectives and needs are crucial elements of these businesses.
- Consumers of Hospitality and Recreation services can be young persons or adults, individuals or groups, students or business people. At some time, everyone is a consumer of hospitality and recreation services.
- To respond to the needs of these various consumers, Hospitality and Recreation provides a range of activities:
  - restaurants
  - lodging facilities
  - recreational facilities
  - travel services
  - sporting events
  - other entertainment events–such as, circuses, amusement parks, movies, etc.
  - museums, libraries, aquariums.
- Consumers with similar objectives (e.g., desiring a place to eat) may have different needs. For example, one consumer may desire a place where he/she can eat quickly. Another consumer may want to combine eating with entertainment and, therefore, choose a restaurant which has an extensive menu, or a show.
- Therefore, similar hospitality and recreation activities (e.g., restaurants) vary in respect to the range of services provided.
- It is important for the consumer to know what his/her objectives and needs are in pursuing a hospitality and recreation activity.
- It is critical that the hospitality and recreation businessperson recognize the expectations of the consumers who utilize his/her services.

ACTIVITY A. Fun In the Sun

Introducing the Activity

1. Reiterate the point that hospitality and recreation businesses and activities are involved in helping people enjoy their non-work/non-school time away from home. Such activities are highly dependent on the interests, tastes and abilities of the individual consumer.
2. Some of the hospitality and recreation industries to be explored in this exercise are Lodging, Food and

Beverage Services, Cultural Services, Recreation, and Travel Services. (Have students name some of the businesses in these environments which are found in their local community.)

3. Explain to the class that when people are planning to take a vacation, they frequently go to a travel agent. The travel agent's responsibility is exactly what the name implies--i.e. to act as an agent in making travel plans. (Explain to class that an *agent* is one who acts for or in the place of another by authority from him (Webster)). Travel agents are paid on a commission basis by the airlines or hotels with which they make arrangements for travelers. Part of being a good travel agent is to identify the consumer's objectives and to advise the consumer on the range of possibilities. For example, if a consumer's objective is to go to a warm climate for a vacation, the travel agent should be able to present to the client possible vacation spots in warm climates, including the relative advantages and disadvantages (such as, costs and proximity to recreational facilities).

4. Review with students some of the things a person considers when planning a vacation: such as cost, location, lodging, food, recreation, entertainment, and so forth.

5. Different consumers have different needs and interests. Ask students what the differing vacation interests might be for a junior high student versus a middle-aged couple.

6. The nature of hospitality and recreation activities is that they have a common purpose, i.e. to help the consumer more fully enjoy his/her leisure time, and they are also often interdependent.

   For example:

   - Hotels are built near major recreational facilities.
   - Restaurants are built in or near major hotels.
   - Travel services must depend upon hotels in making travel plans for a consumer who desires a vacation.

7. Explain to class that the purpose of this exercise is to illustrate

   a) typical services and activities of hospitality and recreation businesses,

   b) how hospitality and recreation activities are aimed towards helping the consumer more fully enjoy non-working/non-school time away from home,

   c) the interdependence of the many activities involved in hospitality and recreation.

Guiding the Activity

Overview:

1. In this activity, Fun in the Sun, students play the roles of consumers, travel agents, managers of restaurants, managers of hotels, director of cultural board, and director of recreation department in an extended role-play which involves travel agents in helping consumers plan their one-week vacations in Fun City. The travel agent:

   a) consults with consumers to determine their objectives, interests and constraints (e.g., finances),

   b) meets with managers of Hospitality and Recreation facilities to determine their services in relation to his/her consumer's needs,

   c) selects the services which he/she believes best meet the consumer's needs, and

   d) presents travel plans to consumer for acceptance/rejection, or modification.

2. Prepare signs for each role in the activity that students can put on their desks for easy identification.

   Roles:

   - 3 travel agents (each receives same profile)
   - 3 consumers:

     Lisa Moss
     Silver City High School Band
     Ira, Kathy, Jennifer, and Mark Jones

   - 2 hotels:

     Hotel Snore
     Sleepy Time Motel

   - 2 restaurants:

     The Hollow (at Hotel Snore)
     The Big Cheese Restaurant

   - Fund City Recreation Department
   - Fun City Cultural Board

   (NOTE: Groups of 2-3 students should collectively play each role. For example, each travel agent should be played by a team of 2-3 students; Lisa Moss should be played by 2-3 students; etc.)

3. Assign stations (desks or areas of the room) for:

   - each of the three consumer roles
   - each of the hotels

- each of the restaurants
- the Cultural Board
- Recreation Department.

4. Assign two students (or three, depending upon the size of the class) to each role.
5. Assign each team of travel agents to *one* team of consumers.
6. Ask all teams to read the student instructions.
7. Have teams read appropriate profiles, e.g., each team of travel agents reads the profile for travel agent; team for Lisa Moss reads that profile; etc. Allow approximately ten minutes for students to read profiles, discuss them with other team members, and to ask any questions.
8. Start the exercise. Allow ten minutes for travel agents to interview their clients. (NOTE: the other roles–e.g., hotels–should continue to work out their roles during this period.)
9. Allow six 5-minute rounds for travel agents to consult with the hospitality and recreation facilities. Each travel agent should have five minutes with each facility. You may want to work out a plan such as the following one:

	First	Second	Third	Fourth	Fifth	Sixth
Travel Agent #1	Hotel Snore	Sleepy Time	Big Cheese	The Hollow	Cultural Board	Recreation Dept.
Travel Agent #2	Rec. Dept.	Hotel Snore	Sleepy Time	Big Cheese	The Hollow	Cultural Board
Travel Agent #3	Cult. Board	Rec. Dept.	Hotel Snore	Sleepy Time	Big Cheese	The Hollow

10. Allow travel agents a final 10 minutes to consult with their clients and make any changes in their plans.
11. Reconvene the class for post-activity discussion.

Learning More From the Activity

1. Explain to the class that the development of a good travel plan depends on the one hand on the characteristics, interests, and resources of the customer, and on the other hand, on the nature of the hospitality and recreation facilities available in a given locality.
2. Review with the class how the post-activity discussion will be conducted:
   a) Presentations should be given by each client/travel agent team in turn. First, the client should briefly explain his/her role. Second, a representative from the travel team should present the final travel plan and explain why that plan was developed (e.g., Lisa was not interested in sports, and therefore, sports was not an element in her plan).
   b) After each client/travel agent has presented his/her plans, the hospitality and recreation facilities can respond to plans. This discussion should generate points such as the need for effective communications in serving the consumer.
3. Some comments and possible points to be stressed on each of the consumer profiles are presented below:

Lisa Moss

1. There are many sports activities offered by the Fun City hospitality and recreation facilities, but Lisa is not interested in sports. Therefore, there should be no sports on her activities sheet.
2. Lisa likes music so there should probably be at least one concert in her plan and two or three meals at the Big Cheese (which provides live music at meal time).
3. Lisa has no financial restrictions so the travel agent didn't have to worry about cost of activities.
4. Since Lisa has some friends in Fun City whom she would like to visit, it is probably a good idea to leave one or two nights open.
5. Since Lisa likes cultural and historical activities, it is logical to assume that she would visit the Fun City museum, the Lavish Mansion, and take the tour of historic homes in Fun City.

Silver City High School Band

1. It is unlikely that a high school band on vacation would want to prepare their own meals; therefore, the Hotel Snore is probably the best place for them (although one might argue that young people might like being on the beach, and that therefore the Sleepy Time Motel might be appropriate). The choice between the two depends to some extent on the activities the travel agent team has planned for the group. If he or she plans for a lot of free time, then the Sleepy Time Motel might be a good idea.
2. The group has an interest in visiting the zoo and amusement park which should be included in the travel agent's activities sheet.
3. Aside from the two articulated interests, it would be up to the group and the travel agent to decide what other activities might most interest a group of high school students. A football game, a day at the beach,

music at the Big Cheese Restaurant or at a concert are all good possibilities.

The Jones Family

1. A motel on the beach like the Sleepy Time would be the ideal place for a family that wants to spend a lot of time reading and swimming. Also, the Sleepy Time is inexpensive, and the Joneses don't have much money.
2. Since the Joneses are athletic and enjoy sports, whatever activities are planned for them should involve sports.
3. In the interest of saving money, the agent might not want to plan activities that involve spending money, e.g., a concert, but cultural spots such as the museum, the Lavish Mansion, and the zoo would be appropriate.

Points to Stress

- The interests, finances and available time of consumers regarding the way they spend their leisure time vary. Hospitality and Recreation industries must accommodate at least some of these interests and needs if they are to succeed.

UNIT IV: LEISURE THEN AND NOW

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Was Leisure Like Then?	
Students research leisure activities of the past.	Information sheet for each student: "Leisure Then and Now." Instructions and report topics for each student.
B. The Year 2000	
Students predict leisure activities of the future.	Instructions and list of questions for each student.
C. Community Interviews	
I. Community Inventory	
Students identify hospitality and recreation services in their community.	Instructions and inventory form for each student.
II. What Do We Need?	
Students assess the need for hospitality and recreation services among family and friends.	Interview forms for each student.
III. Community Needs	
Students interview local officials about community needs for leisure services.	Interview forms for each student.
D. Planning a Leisure Facility	
Students identify the factors involved in planning leisure facilities; design, services, personnel, etc.	

UNIT IV: LEISURE THEN AND NOW

OBJECTIVES

- Students will be able to define leisure.
- Students will be able to describe changing attitudes towards leisure over the years in American society.
- Students will be able to describe how leisure activities have expanded over the years.
- Students will be able to explain the different types of leisure activities.
- Students will be able to identify businesses and occupations which provide leisure services.
- Students will be able to identify businesses and occupations in their community which provide leisure services.

RATIONALE

The role of leisure activity in our society has not always been what it is today. Mistrust of leisure and prohibition of a variety of leisure activities during the Colonial period has gradually changed to the consideration of leisure as a rightful and healthful activity for all citizens.

The exercises in this unit are concerned with leisure: past, present, and future.

In "What was Leisure Like Then?" students are given the opportunity to explore leisure activities of the past, as well as to develop research and communication skills. In "The Year 2000", students are encouraged to predict what leisure might be like in the future. Both activites increase student understanding of the evolution of the role of leisure.

The last activity, "Community Interviews", allows the student to take a look at current hospitality and recreation facilities in his or her community, and to become aware of individual differences in people's preferences and expectations for leisure time activities. This exercise has the additional advantage of encouraging student interaction with peers and adults.

CONCEPTS

- Although leisure, in modern society, is viewed by most Americans as an integral and important aspect of one's life style, this has not always been the case in our society.
- To meet the growing demand for leisure activities in our society, many hospitality and recreation businesses have emerged. The number and nature of these activities have significantly expanded over the years.
- These businesses may vary from community to community. However, every community offers some hospitality and recreation services.
- The Hospitality and Recreation Occupations Cluster includes those businesses and occupations which provide services to people so that they can more fully enjoy their leisure time.
- These businesses and occupations perform a variety of diverse services, depending to a large degree upon the specific needs and demands of the consumers.
- Therefore, for Hospitality and Recreation, providing services includes identifying, evaluating and providing the needs and/or expectations of the consumer in his/her leisure, away from home pursuits.
- Consumers have certain expectations about the services they expect to receive from a particular business.

ACTIVITY A. What Was Leisure Like Then?

Introducing the Activity

1. Discuss with students the characteristics of leisure time:
   - time you are not in school or doing household chores or homework
   - time you spend doing something that you enjoy
   - time which *you* decide how to spend.
2. Students may respond to the following questions:
   - What types of things do you do with your leisure time in the evenings?
   - What types of things do you do with your leisure time on weekends?
   - Do your parents have leisure time? All persons have some leisure time. However, people decide to use this time differently.
   - Do you consider your leisure activities an important part of your life? Do you think most Americans consider leisure activities an important part of life? Ask students to read the Information Sheet, "Leisure Then and Now."

3. Ask students to name any programs which suggest that Americans consider leisure to be important. What about the President's Physical Fitness Program? Don't you have to participate in physical education as part of your schooling? What about the Olympics in which athletes from all over the world come together to participate in sporting events?

Guiding the Activity

1. In this activity, students will research the history of a leisure activity. Students should select a topic from the list in the Student Materials for their research. You may allow them to develop other research topics, conditional upon your approval.
2. Briefly identify and describe each topic listed.
3. Students can research their information either individually or as small groups.
4. Each student or group must prepare a presentation to the rest of the class which illustrates and describes the leisure activity during that time in history.
5. The primary information source will be the encyclopedia. Another is Richard Kraus, *Recreation and Leisure in Modern Soceity*, (New York: Meredith Corporation, 1971). There are chapters in this book which directly address some of the information needed by students: Recreation and Leisure in Colonial America; the Nineteenth Century in Europe and America; and the Recreation and Parks Movement During the Twentieth Century. However, you should be aware that this book is used in college courses. Therefore, you may want to synthesize this information for the students rather than assigning the book for reading. Also, books on Frederick Law Olmstead, the designer of Central Park, provide information on history of leisure.
6. You should assist students in identifying resources for their research–e.g. encyclopedias, recreation texts (see Resources and References), and history books.

Learning More From the Activity

1. The post-activity discussion should consist of the students' presenting their research findings to the rest of the class.

Points to Stress

- Attitudes towards leisure have taken almost a "full-swing", i.e., from viewing leisure as something bad to viewing leisure as an important element of life.

ACTIVITY B. The Year 2000

Introducing the Activity

1. Summarize with the class what they have learned about changing attitudes towards leisure over the years; and ways in which people have used their leisure time.
2. Explain that the things with which we are familiar seem permanent but really are not.
3. A perceptive observer at the time of the Model T Ford might have foretold the enormous role of the car in our society today. Similarly, there may be other trends in our society which will have an effect on the use of our leisure time in several decades.

Guiding the Activity

1. Explain to the students that in this activity they are going to try to project attitudes towards leisure and uses of leisure in the Year 2000.
2. Divide the class into small groups of 4 to 5 students.
3. Explain that this activity will be conducted in two parts. First, each group is to describe how they envision America in the Year 2000. That is:
   - the length of the typical work day
   - how businesses will be operated–e.g. almost solely by computers, etc.
   - what people will be wearing
   - what businesses will look like in terms of furniture and decorations, etc.
   - what homes will look like in terms of furniture and decorations, etc.
   - how individuals will shop for food, clothes, etc.
   - the type of food people will be eating.
4. Part II asks them to apply their conclusions to leisure activities in the year 2000.
5. To help students in coming up with ideas about the Year 2000, you may suggest that they look at science fiction magazines, books on the future, or television shows, such as the Star Trek series, as a way of obtaining ideas.

Learning More From the Activity

1. The groups may present their ideas on life and leisure in the year 2000 to the class in one of two ways:
   - Each group can develop a drawing, skit, or collage which illustrates the essence of their views on the year 2000. A spokesperson should be selected from each group to answer questions on how and why they reached their conclusions.
   - Each group can choose one or two spokespersons to present the group's conclusions to the class. Allow four to five minutes per presentation. Other group members can ask questions of spokespersons by writing them down and handing them to a spokesperson of their own group.

Points to Stress

- Although we cannot be sure what the future will bring, the trend towards more leisure time for all people is likely to continue. Society as a whole, as well as individuals, will have to plan for increased leisure time.

ACTIVITY C. Community Interviews

I. Community Inventory

Introducing the Activity

1. Explain to students that every community, no matter how large or small, has some businesses and occupations which provide leisure services.
2. In a very small town there may only be one hotel, and in a large city there may be many hotels. However, every community has somewhere a person can stay when visiting that community. Sometimes available lodging may be in the form of a motel or a guest house.
3. In a small community there may only be one or two restaurants, and in a large community there may be many restaurants. However, every community has somewhere that persons can go to eat when they are not eating at home.
4. Communities differ in the number and variety of hospitality and recreation businesses offered.
5. In the following series of activities, students will examine their community to determine
   - existing hospitality and recreation businesses and occupations
   - demand for hospitality and recreation businesses and occupations.
6. Based upon this analysis, they will determine if any additional hospitality and recreation businesses are needed.

Guiding the Activity

1. Explain that the availabity of hospitality and recreation services is dependent upon:
   - size of community
   - number of industries in community
   - proximity to large cities
   - population of community
   - financial resources of community.
2. Explain to students that in this part they are going to determine the extent of hospitality and recreation services in their community.
3. Distribute the Community Inventory form.
4. Before they do the exercise, you should define "their community." That is, if you are located in a relatively small city or town, you might want to define the entire town or city as the community. On the other hand, if you are located in a relatively large city, you might define the community as something smaller such as the distance between students' homes and the school.
5. This exercise can be completed at several levels of detail.
   - Students may pool their existing knowledge in a class discussion.
   - As a homework assignment, students can go out into the community (to a local shopping mail, to the downtown district, etc.) and report back on the hospitality and recreation businesses they have found.
   - For a more thorough analysis, the following resources may be used: the Yellow Pages, the Chamber of Commerce, the Jaycees, Rotary Club, the League of Women Voters, newspaper advertisements, and others.
   - You may wish to divide the class into small groups and assign each group one or more businesses. For example, one group would be responsible for restaurants, and another for hotels.

Learning More From the Activity

1. During the post-activity discussion, students should synthesize the information obtained.
2. Based upon their synthesis, students should prepare a Tourist Guide for visitors to their community. To do this, they should imagine that a person is about to come to their community for a vacation for the first time. This person needs to know about sleeping facilities, restaurants and recreational activities.
3. The Tourist Guide should include the location of facilities and typical consumers, if possible.
4. Note that there should not be a description of each hospitality and recreation facility in the community. Rather, the guide should alert visitors to facts such as: most of the restaurants in the community can be found either near or in the community shopping mall, etc.

II. What Do We Need?

Introducing the Activity

1. Explain to students that, now that they have looked at the availability of hospitality and recreation services in their community, they are going to look at the demand for hospitality and recreation services in their community.
2. Ask students about ways people their age spend non-school time, e.g., playing softball, reading, etc. Reiterate the point that there are a variety of ways people spend their leisure time.
3. Ask students how they think their parents spend their non-working time.

Guiding the Activity

1. Distribute the interview forms for Part II, "What Do We Need?"
2. Explain that each student is to conduct at least two interviews. One interview should be with an adult (such as one of their parents or a friend's parent). The other interview should be with a younger person (such as a sister or brother or a friend who is not in this class).
3. In these interviews, they are to determine two things:
   - how these people use their leisure time.
   - what leisure services they would like to see available in the community.
4. You may want to role-play an interview or two in class for practice.

Learning More From the Activity

1. Ask students to discuss the following questions:
   - What did you learn about ways people use their leisure time?
   - Does there appear to be any difference in the way adults and younger persons use their leisure time?
   - If yes, why do you think so? (Answers could include: adults have less leisure time than younger persons; adults have a greater need to concentrate upon physical activities since they might not have a chance to play or walk, during the day.
   - What type of leisure services did the persons interviewed say they wish existed in the community? How often did these persons have to go to another community to obtain these services?
   - Were there differences among adults and younger persons regarding these additional leisure services?
2. Make a list on the blackboard of the additional hospitality and recreation services needed in the community.

III. Community Needs

Introducing the Activity

1. In their interviews with family and friends, students determined how these people used their leisure time and what additional services they wish were available.
2. In this activity, they are going to do a more thorough analysis of the additional services needed in the community by interviewing:
   - Chamber of Commerce officials
   - public officials
   - local business persons
   - AAA, travel agencies, etc.

Guiding the Activity

1. Prior to conducting interviews, students should consult sources such as literature published by Chamber of Commerce and newspapers regarding the population of their community, and the distribution of the population into adults and children.

2. Distribute the interview forms for Part III, "Community Needs" and explain that in these interviews students are to determine:
   - demand for hospitality and recreation services by people in the community
   - demand for these services by visitors
   - how often existing business have more people than they serve
   - suggestions that business persons have for developing more hospitality and recreation services in the community.
3. Based upon this information, and the information obtained in the family/friends interview, students should be able to list in detail the type of additional hospitality and recreation services needed in the community.
4. Students should work in pairs or small groups to conduct the interviews in this part. As an option, you may assign some students to interview public officials and others to interview business persons.

Learning More From the Activity

1. First, review the information obtained from public officials:
   - typical information asked of public officials regarding leisure services
   - the differences in information received from different public officials
   - any current plans/debates for new hospitality and recreation businesses, public facilities being built, licenses obtained.
2. Next, review the information obtained from business persons:
   - types of businesses interviewed
   - typical consumers
   - typical services provided.
3. Then, based upon the information obtained, students should list the additional hospitality and recreation services needed in their community.
4. Based upon this listing, the students (according to information from interviews and their own opinions) should rank the need for these services. For example, the most needed service may be a sports arena, and the least needed additional service may be another restaurant.

Points to Stress

- The need for leisure services, which exists in almost every community, will vary according to the characteristics of the community and its members.

ACTIVITY D. Planning a Leisure Facility

Introducing the Activity

1. Based upon the preceding listing of priorities for adding leisure services in the community, students are going to select the service with the highest priority and design it.
2. Explain to students that businesses which provide services to consumers must be aware of the most efficient architectural design for:
   - the convenience of the customer
   - the efficiency of the business
3. For example, it is important to the customer and to the operation of a hotel for the customer to be able to identify the location of the desk for registering as soon as the customer enters the hotel. It is important when you enter a restaurant to identify easily the place you are to wait until you are shown to a table. It is important to the enjoyment and safety of people using a recreational facility, amusement park, sports arena, or National Park that it is well designed. A poorly designed facility makes the business both difficult to operate and also unsafe.
4. Ask the class: What about your community playground suggests it was designed to insure your safety?

   What would happen if the swings were too close to the sliding board? (Possible answers: some children would try to jump from swing on to sliding board which might be dangerous; someone going down the sliding board might get hurt in the head by someone else on the swing; etc.)
5. One occupation in the field of Hospitality and Recreation which specializes in designing safe and efficient facilities for leisure services is the landscape architect.

Guiding the Activity

1. Before students actually design the leisure service they should do some research. This research should involve:
   - observing other businesses which provide this leisure service in their community, if any exist

- talk with friends who might use this type of leisure service to determine what they would like it to look like
- identify the occupations that specialize in designing this type of facility.

2. As a class, students should discuss the following issues:
   - how large the facility would be
   - how many people it would serve at one time
   - what the main services of the facility would be
   - what the facility itself would look like: outdoor services, entrances, lobbies, activity room, etc.
   - location: i.e., accessible by public transportation, visible, in area where need exists.
3. Once the class has decided about the typical services and layout of their leisure service facility, they need to determine what employees they need.
4. The following issues should be discussed as a class:
   - what jobs will be needed in order to provide the services
   - which job(s) will be responsible for which services

   (NOTE: This discussion should also include functions such as management, maintenance, equipment etc.)
   - The estimated number of persons who will be needed in each of the jobs outlined. For example, if it is a recreational facility, how many persons per day will be needed to supervise the number of participants expected.
5. Students can write job descriptions for the persons that they would need to employ. If you can obtain typical job descriptions (or if the students can obtain them) from employers, local Employment Service, etc. it would be helpful to students in doing this part of the activity. At a minimum, students should bring in and review jobs advertised in the newspaper as a guide for preparing their job descriptions.
6. Divide the class into small groups for preparing the job descriptions.
7. Remind the class that the job description should include:
   - typical daily activities on the job
   - type of personal qualities needed by the employee—such as, ability to work with people
   - type of training required for the job—e.g., previous work experience for the manager, a degree in the field, etc.

Learning More From the Activity

1. This activity is open-ended. Its scope, length and characteristics will depend upon student interest and the time available. Students may simply discuss the issues involved in planning a facility or might draw plans and make models of a needed facility. If it seems reasonable, they might try to organize resources towards establishing such a facility: publicizing the need; approaching community officials; studying legal issues, etc.

UNIT V: WHAT DO YOU NEED TO KNOW?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Communicating	
I. Welcome to the Camp	
Students analyze the content of a speech as appropriate to certain groups.	Instructions, script, and questions for each student
II. The Diagram Game	
Students practice communication skills in following directions of another class member.	Demonstrator instructions
III. What Should I Say Now?	
Students use decision-making skills in hypothetical situations faced by hospitality and recreation employees.	Instructions and five case studies for each student
B. Managing Money	
Students practice money management skills as hypothetical hospitality and recreation employees.	Instructions, three case studies, forms, and questions for each student
C. Keeping Records	
I. Campground Reservations	
Students practice record-keeping skills in filling out reservations forms and charts.	For each student: Instructions and role description Chart A Forms 1 and 2—five of each
II. Ping-Pong Tournament	
Students keep records on a hypothetical sports tournament.	For each student: Instructions and role description Schedule 1 For each group: Fifteen Notification Forms

UNIT V: WHAT DO YOU NEED TO KNOW?

OBJECTIVES

- Students will be able to analyze the effective use of interpersonal skills.
- Students will be able to describe importance of interpersonal skills in hospitality and recreation occupations.
- Students will be able to describe the importance of oral communications/public speaking in many hospitality and recreation activities.
- Students will be able to explain the necessity of accurate money management in many hospitality and recreation activities, and the potential results of negligence in this regard.
- Students will be able to conduct proper procedures for making correct change.
- Students will be able to explain how cashiers keep track of money received and money paid out.
- Students will be able to explain why recordkeeping skills are important in many hospitality and recreation activities.
- Students will be able to perform basic recordkeeping skills.

RATIONALE

Businesses and occupations in hospitality and recreation provide leisure-time services to consumers. Identifying and serving consumer needs is a constant goal of employees in the Hospitality and Recreation field.

Because hospitality and recreation businesses are consumer-oriented, there are certain characteristics which most hospitality and recreation employees must possess if they are to perform their jobs effectively. The characteristics include interpersonal and communication skills. Recordkeeping and money management skills are also central to effective job performance.

Interpersonal and communication skills, or human relations skills, are obviously important in a consumer-oriented business since success in business depends on effective face-to-face contact with others. Of course, human relations skills are of value in all fields of human endeavor.

Recordkeeping skills are important because records support efficient business operation and customer services. Poor recordkeeping may mean dissatisfied customers as well as business losses.

Consistent with a "learning by doing" approach, students perform as well as study some of the common skills central to hospitality and recreation occupations.

CONCEPTS

- Many occupations in the field of Hospitality and Recreation require that the employee have effective communication skills; knowledge of managing money; and the ability to keep efficient and accurate records.
- Interpersonal and communication skills relate to the effectiveness with which people interact with each other. They include such things as speaking clearly, listening attentively, and so forth.
- Many hospitality and recreation occupations involve the provision of service to a client or customer. The quality of service provided is a very important element in the success of the business. Service requires effective interpersonal skills.
- Money management skills include making correct change, handling bank withdrawals and deposits, keeping records on flow of money through the business, and so forth.
- Accuracy in matters regarding money is very important. Cashiers, ticket sellers, and managers strive for 100% accuracy in dealing with money. Accuracy comes with practice and is a result of careful attention to money received and money paid out.
- Recordkeeping involves keeping track of money, equipment, services provided, flow of clients, and so forth.
- Recordkeeping is used in many aspects of hospitality and recreation activities. For example, records are used to schedule in-coming and outgoing guests in a hotel; use of equipment at a recreation center; schedule of films for a movie house; etc.

ACTIVITY A. Communicating

I. Welcome to the Camp

Introducing the Activity

1. Remind students that there are many occupations in hospitality and recreation whose primary objective is to provide service to the consumer.

Providing good service includes being pleasant and friendly; listening to what the consumer desires and attempting to respond to these needs; being efficient.

2. Ask students if they can think of any hospitality and recreation occupations which must provide service? (Answers can range from waiters/waitresses, employees of a hotel, to ushers and ticket takers at a movie house).

3. Another part of many service occupations includes speaking to or talking with the consumer. For example, the tour guide in a museum speaks to groups of people in explaining the objects in the museum. Another example is the front desk clerk in the hotel who must clearly talk to lodgers.

4. Ask students to think of other hospitality and recreation occupations which involve a great deal of communication with customers?

   What occupations *do not* provide a great deal of communications with customers?

5. Tell students that the following activities are designed to help identify important skills involved in effective communication and interpersonal skills.

Guiding the Activity

1. Divide the class into groups of 4-5 students.

2. Allow approximately 30 minutes for students to read the script and answer questions at the end.

3. After each group has discussed and answered the questions, reassemble the class to discuss the script.

Learning More From the Activity

1. Points to make during the class discussion include:

   a) Parents might also be interested in knowing curfew, cost, dates for visiting, and information about infirmary/heath staff.

   b) Campers might be interested in knowing whether there are any field trips, whether it is permissible to leave the camp, information about dances, athletic fields, etc.

   c) Michael would stress the safety precautions in the arts and crafts building. He might talk about fire prevention equipment, first aid procedures, etc.

   d) Michael would most likely add the camp regulations to his tour, such as, "Lights out at 10:00 p.m."

   e) Michael would not need to tell the conference group about the camp competition or the arts and crafts exhibit. He would stress good food and excellent facilities.

Points to Stress

- The speaker should modify style and content of presentation based upon the characteristics of the audience.

II. The Diagram Game

Introducing the Activity

1. Ask the students if they know someone with a lot of information who cannot communicate. Why not?

2. Do they have a teacher whom they particularly like? What techniques does he/she use to communicate?

3. What hospitality and recreation jobs can they think of that require the employee to do a lot of explaining?

Guiding the Activity

1. Select a student to be the demonstrator. The rest of the class acts as listeners. They should have paper and pencils.

2. Tell the students that the demonstrator will give them directions for drawing a series of shapes. Students are instructed to draw them exactly as told. They may *not* ask questions nor give audible responses.

3. After the demonstrator studies his/her diagram, he turns his/her back to the group and proceeds to describe the picture as accurately as possible.

4. The teacher reminds the class that NO questions may be asked of the demonstrator.

5. When students have completed drawing the diagram, they may look at the demonstrator's diagram, and compare the two drawings.

   OPTION: You can repeat this exercise in the following way:

   - Ask students to draw diagrams of their own.
   - Have them exchange diagrams.
   - Ask some of them to be demonstrators, following the procedure above.
   - Or, you may wish to amend the rules and allow the class to ask questions of the demonstrator.

Learning More From the Activity

1. Ask the class how the demonstrator could have given the directions more clearly.
2. What does this exercise show about communications skills? Answers should include:
   - It is important to give clear and precise instructions.
   - It is important to know your audience (e.g., not to use vocabulary that is unfamiliar to the audience).
   - It is important to speak slowly.
   - Communication is a two-way process, i.e., it is made easier when both parties can ask and answer questions.

III. What Should I Say Now?

Introducing the Activity

1. Explain to the class that each of the following case studies illustrates an interpersonal skill—e.g., being courteous.
2. Ask the students if they have had experiences with rude personnel at stores, restaurants, entertainment facilities, or the like.
   - Have the student describe the incident, including how it made him or her feel.
   - Ask the class to propose ways the rude person should have acted.
3. Explain that there are times when a person can't, for one reason or another, do what is asked of him or her. Contrast constructive and non-constructive responses to this situation.

Guiding the Activity

1. Either conduct these cases as a total class effort, or divide the class into groups of 4-5 students.
2. Ask students to read each case and decide upon the appropriate response to the situation.
3. When students have considered each case, reassemble the class to discuss their responses.

Learning More From the Activity

1. The principle to be illustrated in each case follows:

First Case Basic Principle: It is always important to be courteous to the customer, even if you cannot accommodate them.

Many hospitality and recreation businesses depend upon word-or-mouth advertising for their establishments and therefore it is important that hospitality and recreation employees show courtesy to the consumer. Possible correct actions are:

#2 Politely inform the couple that the restaurant stops serving dinner at 10 and they cannot be served.

#3 Politely inform the couple that the restaurant stops serving at 10 P.M. and suggest another restaurant which is still serving.

#4 Politely inform the couple that the restaurant stops serving at 10 P.M. and invite them to come back another evening.

Second Case Basic Principle: It is important to assist the consumer in full enjoyment of leisure time.

A basic purpose of hospitality and recreation activities is to help customers more fully enjoy non-working times. Possible correct action:

#1 "I would be glad to teach you how to sail." The guest is entitled to free sailing instruction and it is David's responsibility to provide that instruction.

Third Case Basic Principle: It is important that hospitality and recreation employees listen to consumers. Consumers can provide information which will be helpful in the smooth operation of any hospitality and recreation business. Possible correct actions:

#1 and #3 are best. Raoul makes sure he will hear the customer's comments without neglecting the tour group.

Comments or feedback from the consumer enable the manager to find out about problem areas in any hospitality and recreation operation. Without feedback from the customer, major problem areas could go undetected.

Fourth Case Basic Principle: It is important to use tact in dealing with other people, whether they are customers or not.

To use tact means that you consider other's feelings in deciding how to say something. Several of the answers have the same goal, i.e., Fringe starting the concert as soon as possible, but one answer explains to the group why they should hurry in a diplomatic fashion. Therefore, the suggested answer is:

#1 Tell Fringe that the concert is scheduled to start

shortly, and it is important for them to be there on time.

Fifth Case Basic Principle: There are certain policies which hospitality and recreation businesses must communicate to the consumer.

This should be done in a tactful way, but it must be done. For example, in this case, if Daryl does not take some action, a sculpture might break, and others would lose the opportunity of viewing it. The old adage, *an ounce of prevention is worth a pound of cure*, applies in this case, and it could be best accomplished by:

#2 At the beginning of the talk, explain that the sculptures are very fragile and should not be touched.

Putting up a sign which says "do not touch the sculptures" might accomplish the objective but would probably require telling people again not to touch. Students may be able to identify similar policy statements in other hospitality and recreation businesses. For example, in a hotel, customers are informed of the check-out time, or in a recreational facility, customers are told they are responsible for the return of the equipment. Initial explanation of policy can serve to prevent future problems.

2. Note that it is important to educate the public to be respectful of private and public property which does not belong to them, e.g., careless treatment of hotel rooms, stealing silverware in restaurants or, as in the Daryl Nason case, touching delicate sculptures. One consequent of disrespectful behavior is higher rates to consumers.

Points to Stress

- Consumers of hospitality and recreation services expect employees to be courteous even when the employee can not accommodate the consumers' needs or desires.
- Listening attentively, speaking politely and considering others feelings are all part of being courteous.

ACTIVITY B. Managing Money

Introducing the Activity

1. There are many hospitality and recreation occupations which require the management of money.
2. Managing money includes giving the correct change to a customer, giving the appropriate receipt for the money given, and keeping accurate records on the receipt and payment of money.
3. Can you think of any hospitality and recreation occupations which require handling money? (Answers should include ticket takers, clerks, cashiers, and managers of facilities such as restaurants and hotels.)
4. Tell the class that the following activities illustrate the importance of accuracy in handling money, and give practice in doing so.

Guiding the Activity

1. Each of the three cases consists of a short narrative with student instructions, forms for students to complete, and questions to be answered.
2. Allow students about 15 minutes to read the narrative and to complete the forms.
3. After students have completed the forms, conduct a class discussion which includes the correct answers.
4. After discussion of correct answers, allow about 10 minutes for students to answer the questions which accompany each case.

Learning More From the Activity

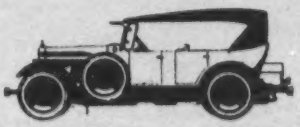
1. Completed forms are included in these materials. Suggested answers to the questions for each of the three cases follow.

Points to Stress

- Accurate money management is a frequent requirement for hospitality and recreation jobs.
- Poor money management may result in loss of customers and in loss of profits.

Case #1: Sal DeToro

DEPOSITED BY



ROLLS ROYCE RESTAURANT

Date April 4 19 7

Please List Each Check Separately

		Dollars	Cents
CURRENCY		182	00
COIN		2	30
CHECKS	23-105	12	00
	23-105	8	50
TOTAL		204	80

CENTRAL NATIONAL BANK

Case #2: Doreen Stevens

Arnold Brown

Fontaine Resort Hotel

DATE	INITIAL	
July 25,197	D.S.	
DESCRIPTION		AMOUNT
		42 00
	TAX	
	TOTAL	42 00

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

Victoria Zinck

Fontaine Resort Hotel

DATE	INITIAL	
July 25,197	D.S.	
DESCRIPTION		AMOUNT
		89 00
	TAX	
	TOTAL	89 00

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

Answers to Questions

Case #1: Sal DeToro

1. He keeps one copy as a record that the money has been deposited.
2. He lists the check numbers to assist the bank in identifying the appropriate checks in his deposit. In a deposit with a large number of checks, this helps to insure accuracy.
3. Other reasons for overage or shortage may be inaccurate calculations, pilferage, etc.
4. It is not good practice to leave large amounts of cash in a business establishment overnight, except for money that is needed for changemaking purposes. A business supervisor may make more frequent or less frequent cash deposits depending upon the amount of money taken in.
5. The actual responsibilities of an assistant manager of a restaurant vary depending upon the size of the restaurant, type of food and service offered. Typically, a restaurant assistant manager is involved in:
   - scheduling and hiring employees
   - supervising the preparation of food
   - supervising the serving of the food
   - assisting the manager in other duties

Case #2: Doreen Stevens

1. Richard Johnson has a bill of $35.82 and pays with two twenty dollar bills. Amount of change *$4.18.*
2. Gerald Clayman has a bill of $40.05 and pays with one fifty dollar bill. Amount of change *$9.95.*
3. Daryl Smythe has a bill of $51.00 and pays with a British 50 pound note. Amount of change *$51.50.*
4. Arnold Brown has a bill of $42.00 and pays with a charge card. Amount of change *0.*
5. Victoria Zinck has a bill of $89.00 and pays with a charge card. Amount of change *0.*

Further Questions

1. Doreen asks the guest to check the bill as a courtesy to the guest and to avoid the additional problems which might result should the guest discover the error after the bill is paid.
2. Doreen recites the amounts as an acknowledgement to the guest that that amount of money was tendered.
3. Doreen places the money above the cash drawer as a reminder to herself and proof to the guest of how much money was tendered.
4. Doreen checks the signature on a charge card to verify that the guest has signed his name in the same manner in which it appears on the card.

Case #3: Ruth Mitchell

CINEMA CITY TICKET REPORT

No. of Tickets Sold		Cash Value
150	at $4.00	$ 600.00
200	at $3.50	700.00
824	at $1.00	824.00
(1) Total Cash Value of Tickets Sold		$2,124.00
Minus: Pick-Ups		
Amt: 150	Time: 2 p.m.	
Amt: 300	Time: 7 p.m.	
Amt: _____	Time: _____	
Amt: _____	Time: _____	
(2) Total Amount of Pick-Ups		$ 450.00
(3) Cash On Hand (Subtract #2 from #1)		$1,674.00

Case #3: Ruth Mitchell

1. Frequently, tickets are numbered and the number of the last ticket sold the previous day is subtracted from the number of the last ticket sold on the succeeding day in order to determine the number of tickets sold.
2. The manager picks up cash during the day so that a large amount of cash does not accumulate, thus reducing the losses which would be incurred from a robbery.
3. In many hospitality and recreation businesses, such as sports arenas, race tracks, night clubs, hotels, where a large amount of cash is taken in, cash pick-ups are made.
4. Ruth records the amount of cash picked up to double-check the amount that should be in the drawer. In most cases, this serves as a double-check for the pick-up record which the supervisor completes.
5. Among the advantages of working in a theater is the ability to be able to view the movies in the theater at no cost, or at a reduced rate.

ACTIVITY C. Keeping Records

I. Campground Reservations

Introducing the Activity

1. Explain to the students that there are numerous hospitality and recreation occupations which necessitate the use of records. For some of these jobs, for example, a cashier in a restaurant, the records pertain to money matters. For other hospitality and recreation occupations, these records pertain to people (records kept by a front office clerk in a hotel), or equipment (records kept by a recreation leader).
2. It is important to keep records in order that one can easily determine where things are. For example, records kept by a front office clerk in a hotel allow him/her to determine which rooms in the hotel are currently occupied, which are vacant, etc.
3. Ask students if they keep any records—for example, do they categorize their school notes by classes? What other records do they keep? What kinds of records do their parents keep?
4. Explain to students that the following activities will improve their recordkeeping skills and demonstrate the importance of keeping accurate records.

Guiding the Activity

1. Explain to the class that the purpose of this activity is to illustrate limited capacity—i.e., many hospitality and recreation businesses can accommodate only a limited number of people. Therefore, it is necessary for the business to make reservations, sell tickets, or adopt some other procedure to control the number. In this activity, students will be performing reservations procedures for a campground.
2. Distribute to each student the David Oakley Role Description and five copies of Form 1 and Form 2.
3. Once students have read the role description, students are to turn to:
   - Instructions
   - Chart A
4. In this activity, students are asked to review the reservations requests (on the student instructions), complete the necessary forms and the reservations chart (Chart A).

Learning More From the Activity

1. Review with students the completed chart and forms.
   Correctly completed chart and forms appear below.

FORM 2
OAKLEY CAMPGROUND
Davis Harbor

To: Randolph Gorman

Thank you for contacting Oakley Campground. Unfortunately, the site(s) which you requested are not available at the time you requested. We hope that you will be able to find an alternative site and will consider staying at Oakley when you plan to visit this way again.

Sincerely,

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: D. Cashman

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

1 Campsite

_____ Trailer Site

We look forward to your stay from June 5 to June 6.

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: Mr. Lee

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

_____ Campsite

1 Trailer Site

We look forward to your stay from June 9 to June 12

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: Hank Truman

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

1 Campsite

_____ Trailer Site

We look forward to your stay from June 5 to June 13.

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: Rick Blackstone

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

_____ Campsite

1 Trailer Site

We look forward to your stay from June 11 to June 12.

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: Jeff Rumyon

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

_____ Campsite

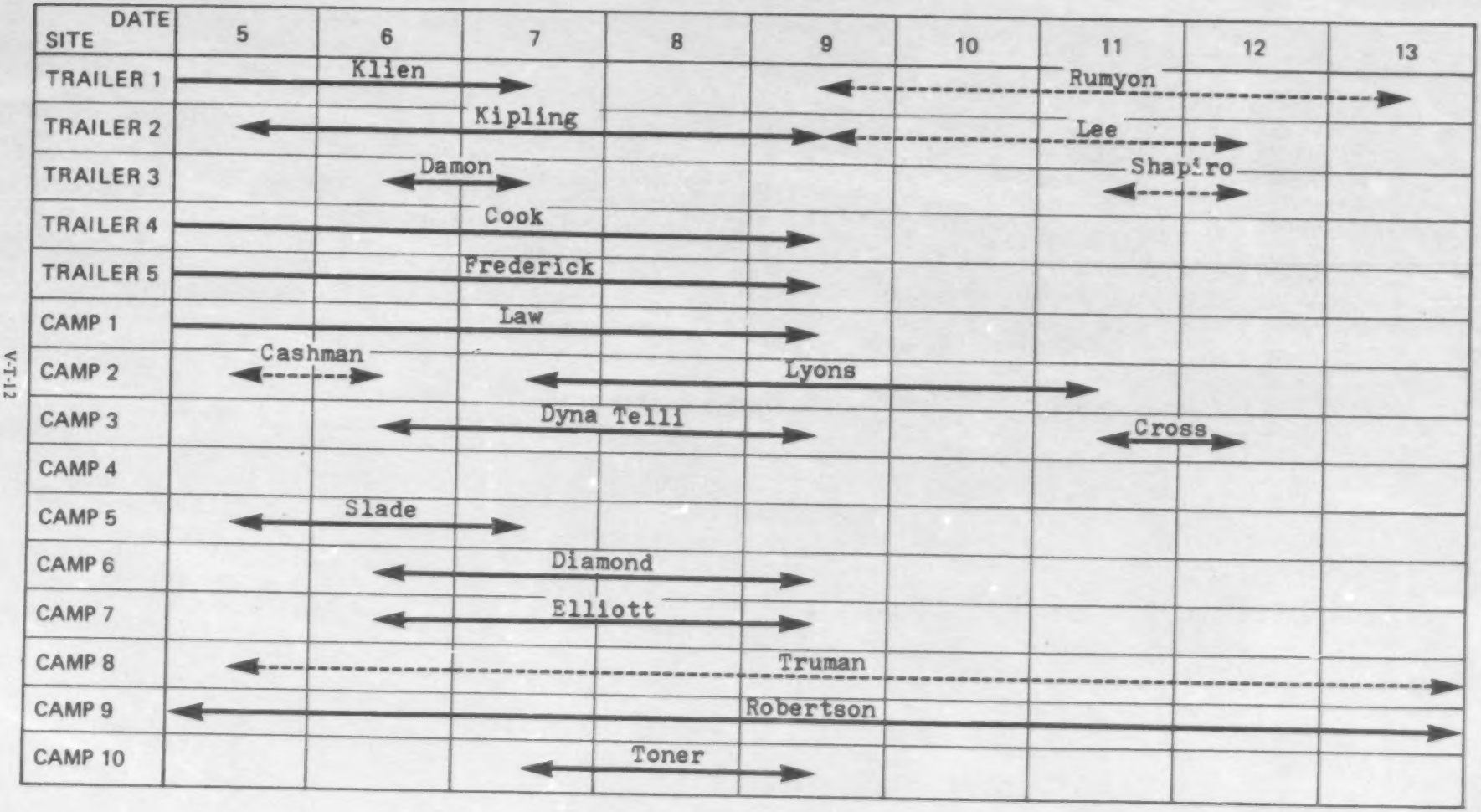
1 Trailer Site

We look forward to your stay from June 9 to June 13.

David Oakley

CHART A (Completed)

Reservations for the Month of June



V-I-12

II. Ping-Pong Tournament

Introducing the Activity

1. Tell students that in this activity, they will play the role of Delia Wright, the sports activities supervisor for the Manchester Recreation Department. Delia is currently organizing a ping-pong competition and the students will be completing forms necessary to the operation of the ping-pong tournament–that is, who competes with whom on which days.
2. This exercise is organized as a "race"–i.e. groups of students will be in competition to accurately complete the forms as quickly as possible.

Guiding the Activity

1. Divide the class into groups of four and distribute to each student:
   - Delia Wright Role Description
   - Blank Schedule 1
   - Sample Results Form and Sample Notification Form.
2. Once the groups have had an opportunity to review the materials, distribute to each group fifteen copies of blank Notification Forms.
3. This package of teacher materials contains the completed Result Forms which provide the results of each round of competition. Duplicate one copy of these materials for each group. However, do *not* distribute these materials yet. You will be providing a *portion* of these materials to each group as they complete the appropriate Forms.

   Explain to students that you will be providing each group with the results of each round of competition (Results Forms). The students must then record the results on *Schedule 1* and then complete the necessary *Notification Forms* which assign the winners to the next round of competition.
4. Indicate to students that they should complete the Notification Forms accurately and quickly since the winning group will be the one that is able to identify the winner of the ping-pong competition first.
5. The students should now be ready to begin completion of the Schedule and the Notification Forms.
6. Distribute to each group the completed Results Form indicating the results of Round 1. (These forms are included in this section of the teacher's materials.)
7. Students complete Notification Forms.
8. When completed, students bring the Notification Forms to teacher. If correct, provide them with Results Forms for Round 2.
9. Students complete Notification Forms for next round.
10. Continue this process until one group records the name of the winner of the tournament. The first group to bring a completed, correct schedule to the teacher should be declared the winner.
11. Once each team has determined the winner of the tournament, the exercise is completed.

Learning More From the Activity

1. The completed chart is included in the teacher's materials.
2. Properly completed Notification Forms should include the following facts:

   To: Kathleen Murphy
   against: Jim Breen
   by: July 25

   To: Jim Breen
   against: Kathleen Murphy
   by: July 25

   To: Bob Chase
   against: Randy Johnson
   by: July 25

   To: Randy Johnson
   against: Bob Chase
   by: July 25

   To: Dave Pizzo
   against: A. Miller
   by: July 25

   To: A. Miller
   against: Dave Pizzo
   by: July 25

   To: Joan Spence
   against: Jeanette Dubois
   by: July 25

   To: Jeanette Dubois
   against: Joan Spence
   by: July 25

   Results of Second Round

   To: Kathleen Murphy
   against: Bob Chase
   by: August 1

To: Bob Chase
against: Kathleen Murphy
by: August 1

To: Alice Miller
against: Jeanette Dubois
by: August 1

Results of Third Round

To: Bob Chase
against: Jeanette Dubois
by: August 5

To: Jeanette Dubois
against: Bob Chase
by: August 5

Results of Fourth Round

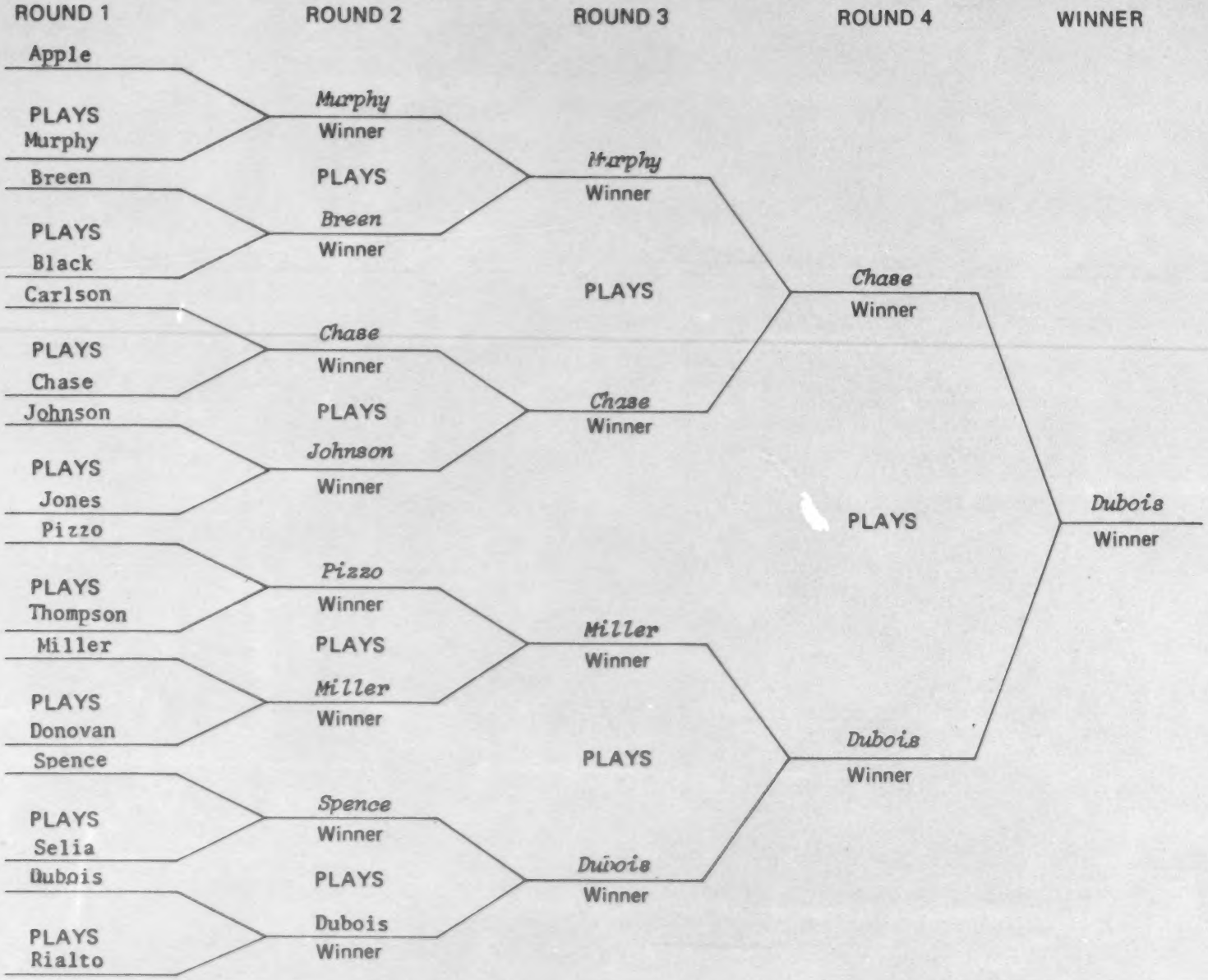
Winner: Jeanette Dubois

3. What purpose did the Notification Form serve? The Schedule?
4. Ask the winning team if they worked out a system for maintaining accurate records.
5. Ask students why Delia Wright had to keep forms to run the ping-pong tournament? What things may have happened during the tournament if she had not kept records?
6. In this activity, record-keeping was a race. In reality, what would be the advantage of completing records rapidly as well as accurately?

Points to Stress

- Record-keeping skills are important in many hospitality and recreation activities. Record-keeping may pertain to money, people or equipment.
- It is important to keep good records in order to: keep track of the number of people who want to use a facility in order to accommodate as many of them as there is room for; schedule, plan and organize activities in a timely and efficient manner; and notify consumers of up-coming events.
- Rapid record-keeping enables the recordkeeper to go on to other tasks and to provide the participant with as much advance notice as possible.
- One error can affect the entire record-keeping process.

Schedule 1 (Completed)



V-I-15

RESULTS FORMS ROUND 1

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Kathleen Murphy AND Fran Apple

DATE: July 14, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 14 and the score is as follows:

Murphy 21
Apple 19

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Jim Breen AND Sam Black

DATE: July 15, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 15 and the score is as follows:

Jim Breen 21
Sam Black 14

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Dave Carlson AND Bob Chase

DATE: July 13, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 13 and the score is as follows:

Dave Carlson 21
Bob Chase 23

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Randy Johnson AND Pamela Jones

DATE: July 15, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 15 July and the score is as follows:

Randy Johnson 21
Pamela Jones 18

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Dave Pizzo AND Joan Thompson

DATE: July 15, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 15 and the score is as follows:

Dave Pizzo 22
Joan Thompson 20

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Alice Miller AND B. Donovan

DATE: July 14, 1975

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 13 and the score is as follows:

Alice Miller 21
B. Donovan 14

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Joan Spence AND Brad Selia

DATE: 7/13/75

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7/12 and the score is as follows:

Brad 15
Joan 21

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Jeanette Dubois AND Ernie Rialto

DATE: 7/14

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7/14 and the score is as follows:

Dubois 21
Rialto 7

RESULTS FORMS ROUND 2

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Kathleen Murphy AND Jim Breen

DATE: 7/25

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7/25 and the score is as follows:

Kathleen 21
Jim 15

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Bob Chase AND Randy Johnson

DATE: 7 - 24

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7 - 24 and the score is as follows:

Chase 25
Johnson 23

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Dave Pizzo AND Alice Miller

DATE: 7 - 23

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7 - 23 and the score is as follows:

Dave 18
Alice 21

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Joan Spence AND Jeanette Dubois

DATE: 7/21/75

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on July 21 and the score is as follows:

Spence 5
Dubois 21

RESULTS FORMS ROUND 3

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Kathleen Murphy AND Bob Chase

DATE: 7 - 27

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7 - 27 and the score is as follows:

Chase 21
Murphy 14

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Alice Miller AND Jeanette Dubois

DATE: 7 - 28

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 7 - 28 and the score is as follows:

Jeanette 21
Alice 18

RESULTS FORM ROUND 4

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: Bob Chase AND Jeanette Dubois

DATE: 8/3

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on 8/2 and the score is as follows:

B.C. 27
J.D. 29

UNIT VI: WORKING IN HOSPITALITY AND RECREATION

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Rock Concert	
Students role-play a rock group manager and concert hall manager negotiating a concert contract.	Two role profiles: one to each pair
B. Bouncing Ball	
Students role-play tennis counselors ranking team applicants.	For each student: Instructions Information Sheet: "Tennis Background" Team Description Player Descriptions Bouncing Ball Chart
C. Crystal Lake Day Camp	
Students practice planning skills in recreational activities role-play.	For each student: Instructions Activity Sheet Planning Chart
D. Zoos and So Forth	
Students practice communication skills in role-play of recreational facility tour guide.	Instructions for each student
E. Independent Study	
Students research hospitality and recreation businesses in their community.	Information sheet for each student: "Overview of Hospitality and Recreation Work Environments"

UNIT VI: WORKING IN HOSPITALITY AND RECREATION

OBJECTIVES

- Students will be able to describe at least three jobs, ranging from entry level to highly skilled, within each of the subclusters of Hospitality and Recreation.
- Students will be able to compare and contrast occupations on the basis of:
  - working conditions and characteristics
  - types of employers
  - career opportunities.

RATIONALE

The field of hospitality and recreation is a broad one, comprising many different sorts of businesses. All of them have in common, however, the purpose of helping people enjoy their leisure time. And all of them have occupations which range from entry-level to highly skilled.

In this unit, students gain familiarity with specific work environments within the field of hospitality and recreation, and with some key occupations in each of the industries.

Exploration of the field of Hospitality and Recreation (and other fields) is necessary if students are to make realistic decisions about what career(s) to pursue. The exploration process includes the following:

- Examining businesses within a given field in order to learn what the characteristics of the industry are: working conditions, fringe benefits, wages and so forth.
- Learning what occupations are found in the business and what tasks and responsibilities are involved in each occupation.
- Learning the education, training, and work experience required for a particular occupation.
- Examining one's own skills and interests in order to be able to compare them systematically with possible career opportunities.
- Learning where education and training for an occupation or career can be obtained.
- Based on the information above, initiating the process of selecting certain occupations for future consideration and rejecting those which are of no interest.

CONCEPTS

- The hospitality and recreation businesses and occupations are directed towards helping people enjoy their non-work, out-of-school time.
- Within the Hospitality and Recreation cluster, seven categories have been defined: Lodging, Recreation, Entertainment Services, Cultural Services, Sports, Food and Beverage Services, and Travel. Businesses are placed in these categories according to the degree to which they share certain characteristics: type of service delivered, similarity in occupations across businesses and overall purpose (e.g., to provide entertainment).
- Hospitality and recreation businesses are highly dependent on each other. For example, the travel agent needs to know that he/she can depend on quality hotel and motel accommodations for his/her clients, the hotel needs to provide or have access to restaurant facilities, the sports team needs an arena, and so forth.
- Exploration of hospitality and recreation businesses includes a systematic review of the characteristics of the businesses and occupations in the field.

ACTIVITY A. Rock Concert

Introducing the Activity

1. Explain to students that in this unit, they will learn about several specific occupations in hospitality and recreation businesses. Ask students to be alert to similarities and differences in the occupations.

Guiding the Activity

1. Divide the class into groups of four students each. Have two students in each group play the role of Rex Right (manager of the rock group) and the other two play the role of Juanita Quatela.
2. Allow students fifteen minutes to read their role profiles. Allow an additional ten minutes for each pair of students to develop a strategy.
3. The initial negotiation should take no longer than ten minutes. Each pair should then be allowed five minutes to come up with a "best and final offer" and/or agree on a compromise.
4. Clarification of the final agreement should take five minutes or less.

5. Have one of the students in each group take notes on exactly what was agreed upon.

Learning More From the Activity

1. Review the notes from each group and select the three which best represent the groups' negotiations.
2. Have members from those groups explain how and why they came to the decisions they did.

ACTIVITY B. Bouncing Ball

Introducing the Activity

1. Explain to the students that, in this activity, they will take the part of a tennis counselor who has to choose new players for a team. To do this, they will have to rank applicants on a number of different qualifications related to the sport.

Guiding the Activity

1. Allow students ten minutes to read the instructions and "Tennis Background" and then answer any questions that the students might have. It would be helpful to ask a student who plays tennis to demonstrate a serve, a backhand shot and a forehand shot.
2. Distribute the descriptions of the team and the players to the class.
3. Divide the class into groups of three to five students. Instruct each group to appoint a notetaker to take notes not only on the decisions reached but also on the reasons for them.
4. Allow the class twenty to twenty-five minutes to come to a decision about the players.
5. Reconvene the class and note the teams' decisions on the blackboard. Ask two or three groups to explain the reasons for their decisions to the class.

Learning More From the Activity

1. Suggested evaluations of the players:

   Andrea Gould: She would make a good singles player, since she's fast and has good stamina. Her deficiencies look correctable.

   Laurie Hobbs: She would make a good doubles player, primarily because of her net game and her cooperative attitude. Her deficiencies may not be harmful in a doubles situation.

   Cindy Wing: She is not as good as either of the preceding two, because her attitude toward coaching advice seems to preclude significant improvement in tennis skills. She doesn't have the capability to play singles, and her average backcourt skills aren't offset by other skills required for playing doubles.

   Jose Lopez: He would make an acceptable doubles player. His average skills are compensated by the high level of effort he shows. The fact that he gets along with others is also an argument for choosing him.

   Christopher O'Donnell: He is not good as a doubles player primarily because his attitude is not cooperative, and also because he appears too erratic.

Points to Stress

- Individual characteristics, which include interpersonal skills, may make a person better at certain jobs than at others.

ACTIVITY C. Crystal Lake Day Camp

Introducing the Activity

1. Tell the students that, in this activity, they will play the part of camp counselors planning a few days of camp activities. They will have to take into account a number of factors:
   - age of campers
   - weather
   - facilities
   - variety in activities

Guiding the Activity

1. Distribute the Crystal Lake Day Camp instructions and description, and allow students fifteen minutes to read them. Answer any questions they might have.
2. Divide the class into groups of four to five students. Have each group appoint someone to take notes.
3. Allow the groups 20-30 minutes to develop a plan.

Learning More From the Activity

1. Reconvene the class. If overhead projectors are available, use them to present the plans to the class and to facilitate comparisons of the plans. Otherwise, reproduce two or three representative plans and distribute them to the class.

2. Have individuals from the groups which developed the plan explain the reasons for the proposed activities.

3. Below are suggestions for some kinds of activities: encourage students to think of their own.

ACTIVE GAMES

Red Light	Speed Ball	Marbles
Poison Circle	Cage Ball	Croquet
Circle Soccer	Stiltwalking	Hopscotch
Streets & Alleys	Pogo Stick Races	Four Squares
Steal the Bacon	Floor Hockey	Dodgeball
Shipwreck	Paddle Tennis	Horseshoes
Relays	Zooper	Badminton
Crows & Cranes	Frisbee	Bull in the Ring

ARTS AND CRAFTS

Aged Metal	Tye Dye	Tile
Cardboard Construction	Basketry	Weaving
	Carving	Bead Craft
Costume Design	Soap	Cellophane Craft
Duplex Flower	Wood	Drawing
Crepe Paper	Bone	Embroidery
Finger Painting	Dyeing and	Leather Craft
Magic Craft Steel	Coloring	Making Scrap Books
Map Making	Knitting	Model Aircraft
Needlework	Macrame	Paper Craft
Paper Folding and	Modeling	Pipe Cleaners
Cutting	Painting	Printing
Plaster	Photography	Sewing
Quilting	Poster Making	Toy Making
Sculpting--foam	Sand Craft	

QUIET GAMES

Forums	Art Projects	Trip Planning
Fortune Telling	Debates	Nature Quiz
Paper & Pencil	Mental Games	Word Games
Games	Chess	Checkers
Jacks	Song Writing	Poetry
Creative Writing	Storytelling	Guessing Games
Dramatic Games	Music	Card Games

4. In discussing the daily plans, ask students how they determined activities for younger children. How did they plan activities for rainy or cool weather?

Points to Stress

- The effective recreation leader must plan ahead and be aware of a variety of factors which affect activities.

ACTIVITY D. Zoos and So Forth

Introducing the Activity

1. Explain to the students that, in this activity, they will practice the communication skills which are used by tour guides and other hospitality and recreation employees. In each case, an effective performance will depend on:

   - knowledge of the information relating to the exhibit
   - ability to communicate such information effectively.

   These skills are common to several hospitality and recreation occupations.

Guiding the Activity

1. This activity on cultural facilities can be done in one of two ways:

   - Each student can prepare a tour guide presentation; you can select several of them to give their presentations or all of them can take turns as tour guides. In each case, the rest of the class will act as the tour group.
   - The class can be divided into small groups, with each group responsible for a presentation. In this case, the group will select a tour guide, and the others will act as the tour group.

2. Review candidates for visits. Include the local zoo, aquarium, museums and historical sites.

3. Allow groups or individual students to select the cultural facility they wish to visit, or make appointments for them.

4. On the visit, students should select and examine an exhibit for student presentation.

5. Encourage class to use outside research in preparing their presentations.

6. Allot approximately 10-15 minutes for each presentation.

Learning More From the Activity

1. Taking the time for these individual presentations serves a variety of purposes:

   - It gives individual students a chance to explore and talk about recreation facilities of interest to them, thus intensifying their career exploration.
   - It gives all the students exposure to a wide range of recreational facilities.
   - It gives extensive practice to students in communication skills--speaking and listening.

Points to Stress

- The tour guide must utilize effective communication skills, and know his/her product (e.g., exhibit) thoroughly.

ACTIVITY E. Independent Study

Introducing the Activity

1. The lodging, food and beverage services, and travel industries will be explored through a combination of individual and group student projects. These work environments lend themselves especially well to this type of activity since many such businesses can be found in most communities and the student therefore has many resources, both in and out of school, for exploring them.

Guiding the Activity

1. Student projects should proceed in two stages. First, the class should be divided into three groups and each group assigned a work environment for research. Each group should develop a research plan, specifying what is to be done, who is to do it and deadline for completion. Questions asked at this stage should include:
   - number of businesses in the work environment (nationally and locally)
   - occupations found in the work environment
   - working conditions associated with these businesses
   - typical hours on the job
   - whether or not the industry in question is growing, declining, or remaining at the same level.
2. Students may obtain this and other information through library research and individual interviews. Refer students to the Resources and References in this curriculum to identify possible sources.
3. When each group has completed its research, presentations should be made to the class. Each group should be asked to prepare written material for distribution to the class.

Learning More From the Activity

1. This project can be intensified by actual observation of occupations and work environments. Each group should visit at least one business in its work environment.
2. Descriptions of the field trips should be given as presentations f the class.

UNIT VII: WHAT ARE SOME HOSPITALITY AND RECREATION JOBS LIKE?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. A Look at Hospitality and Recreation Occupations Students first match leisure service occupations and employers and then occupations and descriptions.	Two matching games for each student.
B. Interviewing an Employee for Practice and for Real Students practice interviewing skills in a student-employee role-play, and then interview employees in hospitality and recreation occupations.	Two role profiles for all students except interviewer. Interview instructions and form for each student.

UNIT VII: WHAT ARE SOME HOSPITALITY AND RECREATION JOBS LIKE?

OBJECTIVES

- Students will be able to describe the tasks and responsibilities involved in certain hospitality and recreation occupations.
- Students will be able to describe the life style characteristics associated with those occupations.
- Students will exercise interviewing and job analysis skills.

RATIONALE

This unit, like the preceding one, offers students an overview of the occupational groups within the field of Hospitality and Recreation. For ease of discussion, these groups are presented in seven broad categories:

- Lodging
- Recreation
- Food and Beverage Services (restaurants)
- Entertainment
- Sports
- Travel Services
- Cultural Services

However, unlike the preceding unit, which was designed to acquaint students with concrete situations and settings in each occupational group, the following unit centers on representative hospitality and recreation occupations.

CONCEPTS

- An effective strategy for learning about the nature and responsibilities of an occupation is through interviewing persons presently employed in the occupation.
- The process of identifying the discrete components of a job, such as tasks and responsibilities, education and training required, and opportunities for mobility, is referred to as occupational analysis.
- Analyzing an occupation is a critical step in the career planning process.

ACTIVITY A. A Look at Hospitality and Recreation Occupations

Introducing the Activity

1. Remind the class that there are a wide variety of ways to use leisure time, which seem to be ever-increasing.
2. There are many businesses and occupations which exist to satisfy people's needs to enjoy their leisure time more fully.
3. For convenience, these occupations are classified as hospitality and recreation occupations.
4. These hospitality and recreations services include:
   - providing food service to people, such as a restaurant
   - providing shelter for people while they are away from their homes, such as a hotel
   - providing recreational equipment and supplies for people who desire physical activity, such as a ski shop
   - providing travel arrangements for people who want to take a trip, such as a travel agency
   - providing entertainment to people, such as a movie house, museum, or a sports event
5. For ease of discussion, these diverse activities found in the field of hospitality and recreation are divided into seven broad categories:
   - Lodging
   - Recreation
   - Food and Beverage Services
   - Entertainment Services
   - Sports
   - Travel Services
   - Cultural Services.
6. There are a variety of employers within each of these categories who offer activities to help people enjoy leisure time. Use Cluster Diagrams in the Introduction to this Guide to demonstrate the definitions of each category, typical employers within each, and typical occupations within each.
7. The following activities will enable students to learn more about the employers and occupations which exist in this field, and how they serve the leisure needs of people.
8. Now, students will be looking at hospitality and recreation occupations and the responsibilities they involve in two matching exercises:

   Part I. *So That's Where They Work*! Students match occupations and businesses or employers.

   Part II. *So That's What They Do*! Students match job responsibilities and occupation titles.

Guiding the Activity

1. Divide the class into small groups so that they can collectively determine the appropriate matches. Allow about 30 minutes to complete both matching exercises.
2. Review answers with students, and allow for discussion regarding difference of opinion.

Answers:

So That's Where They Work!	So That's What They Do!
1. B, E, L, M	A. 9
2. A	B. 5
3. J	C. 8
4. I, K, M	D. 4
5. D, E	E. 3
6. L, M	F. 10
7. C, F, G, H, I	G. 2
8. M	H. 7
9. F	I. 1
10. H	J. 6
11. L	
12. G	
13. E	
14. N	

Learning More From the Activity

1. Emphasize that:
   - There are a variety of occupations and employers involved in providing hospitality and recreation services.
   - Many of these services are provided by more than one employer.
2. Review other occupations on the Cluster Diagram which provide leisure services.

Points to Stress

- Many leisure services are provided by more than one employer.

ACTIVITY B. Interviewing an Employee—for Practice and for Real

Introducing the Activity

1. The process of job analysis, i.e., breaking a job down into its functions and activities, is a critical component of career planning.
2. Observing and interviewing persons employed in an occupation are effective ways to conduct a job analysis.
3. When analyzing a job one looks at factors such as the tasks and responsibilities involved; the degree of interaction with people/things/ideas; the education and training required; resources for obtaining education and training; and opportunities for career mobility.
4. Tell the students that the focus of the following activity is the variety of job characteristics important to different people, in different settings, with different responsibilities. Before going into the community to interview employees, they are going to practice their interviewing skills.

Guiding the Activity

1. Select two students to role-play a student-employee interview. Give the interview form and the interview instructions to one student and one of the role profiles to the other student. Ask everyone else in the class (except the student who is role-playing the interviewer) to read the profile, also.
2. Allow all students (except the interviewer) 5-10 minutes to read the profile.
3. Have the interviewer read the interview instructions.
4. After the two selected students have role-played the student-employee interview, ask the class to critique the interview in terms of: politeness of the interviewing student, amount of information he managed to get during the interview compared with what was actually in the profile, whether his efforts to put the interviewee at ease were successful, whether he or she was too directive (didn't give the interviewer a chance to get a word in edgewise), and so forth.
5. Repeat the exercise with the second role profile only if the first role play did not demonstrate the important points in interviewing successfully.
6. Students should now be ready to conduct employee interviews in the community. Provide each student with interview instructions and interview forms. Identify businesses in the area which employ hospitality and recreation personnel. Establish initial telephone contact with the employers, explaining the purpose of the student interviews. Once initial contact has been established, have students agree upon the interview time with the employee. Although preferable, it is not necessary that a student have a career interest in an occupation in order to conduct the interview. The focus here is on job analysis rather than on career development which is covered in some depth in another unit.

Learning More From the Activity

1. Once the interviews are complete, have students write the results of the interview in prose form. If possible, have the interview descriptions duplicated so that each student has a complete set. Some of the more interesting interviews can be given as presentations to the class. If hospitality and recreation occupations in the area are limited, students may conduct the interviews in pairs.

2. You may prefer to arrange for an employee to come to class and be interviewed by the students.

Points to Stress

- Different jobs, even in the same field, have widely varying tasks and responsibilities.

- In conducting a job analysis one should determine:

  typical tasks and responsibilities
  education and training required
  experience required
  life style of occupation (on the job, and how it might affect off-the-job life style)
  career mobility
  interaction with people/things/ideas.

- In conducting an interview you should:

  explain why you are conducting the interview
  be precise in your questions
  explain your questions, especially if the interviewee may not understand them
  respect his or her privacy (e.g., if interviewee doesn't wish to give specific salary information)
  make certain you understand what has been said
  thank the person for his/her time and cooperation.

UNIT VIII: WHAT ARE YOU INTERESTED IN?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. A Self-Profile	
Students identify their own interests and relate them to occupational choices.	List of questions for each student.
B. People/Things/Ideas	
Students characterize their own interests as involving people, things, or ideas.	Instructions for each student.

UNIT VIII: WHAT ARE YOU INTERESTED IN?

OBJECTIVES

- Students will be able to categorize hospitality and recreation occupations according to their relative involvement with people, ideas, and/or things.
- Students will be able to categorize their own hobbies and interests, according to their relative involvement with people, ideas, or things.
- Students will be able to match the characteristics of their own hobbies and interests with relevant characteristics of hospitality and recreation occupations.

RATIONALE

For any career education program to be successful, it must not only acquaint students with a wide range of occupations and occupational settings, but it must also focus on the student. A satisfying career depends on the convergence of the worker's abilities, interests and temperament and a job compatible with those characteristics.

The unit which follows is concerned with the student. What are his or her strengths and weaknesses? Likes and dislikes? Attitudes toward other people? Students ask and answer a number of questions about themselves, analyze hospitality and recreation occupations and identify several hospitality and recreation occupations of interest.

CONCEPTS

- Self-assessment is an ongoing process. An individual's interests and abilities often change throughout his or her lifetime, and goals tend to change accordingly.
- One useful method for helping to determine the nature of one's own interests and abilities is to classify preferred activities and hobbies according to whether they involve primary interaction with *people* (e.g., a tour guide works directly with people most of the time), *ideas* (e.g., a publicity director works primarily with ideas), or *things* (e.g., a curator may deal primarily with objects).

ACTIVITY A. A Self-Profile*

Introducing the Activity

1. Discuss with the class the concept that people have different temperaments, interests and capabilities.

*We are indebted for the major part of this exercise to Ms. Connie Self of Belmont Junior High School in Wheat Ridge, Colorado, who was one of the field test teachers for this curriculum.

2. It is very important in the career planning process to make an accurate self-assessment. It is far more constructive to find a career that is suited to one's temperament than to try, usually unsuccessfully, to adapt to a career that requires personal qualities very different from one's own.
3. Self-assessment is a continuing process, since people change as they grow older. Ask students if they know any adults who have changed careers during their working years. What does this indicate?

Guiding the Activity

1. Allow students 15-20 minutes to read the questions and answer them individually.
2. When all students have finished, ask this question for each of the fifteen items in the student materials:
   - What kinds of hospitality and recreation jobs would someone who answered "yes" to this question find appropriate to his or her temperament?

Learning More From the Activity

This activity can be profitably expanded in the following ways.

1. Administer the Kuder Interest Survey, or an equivalent test, to your students, and score it (or, if it has been recently administered, obtain the scores).
2. List all courses offered in your school, including those offered to students in their grade, on the blackboard. Have students write on a piece of paper the courses they have taken or are taking. Ask them to rate each course on a scale of 1 to 3, depending on how easy or difficult the course was for them. Then ask the students to analyze the courses they rated highest (#1 or #2) for the type of talent this showed.
3. Ask students to describe how the subject matter in the courses they have taken can be applied to jobs in hospitality and recreation occupations.
4. Compare the results of the Kuder Survey with the student's course analysis.
5. Have students write brief interest and ability profiles of themselves.

ACTIVITY B. People/Things/Ideas

Introducing the Activity

1. Explain to the class that job selection involves analyzing not only the job in question but also one's own

skills, interests and abilities. Skills can be acquired either through education and training or through experience on the job.

2. Some people elect to complete their schooling all at once, with no breaks for work. Others work for a while after graduation from high school in order to decide what they want to do before they get more training. For some jobs, a high school diploma or less is adequate. Other jobs require more advanced training.

3. It is sometimes useful to classify your interests and hobbies, and the jobs you might be interested in, according to the relative primary involvement with people, ideas, or things.

4. Below are some hospitality and recreation activities, analyzed in terms of the primary interaction involved. The possible combinations are:

people	people/ideas	people/things/ideas
things	people/things	
ideas	things/ideas	

There are no hard and fast rules as to which jobs belong in which category. It is often a question of personal judgment. Clearly, all occupations involve some interaction with people, ideas, and things, but it is often possible to identify an element or elements which constitute a more essential or characteristic part of a job than others. You may wish to add or substitute other occupations.

(1) travel agent: people or people/ideas

(2) front office clerk: people

(3) tour guide: people

(4) cashier: people/things

(5) recreation leader: people/things

(6) sports official, e.g., umpire, referee: people

(7) cook: people/things

(8) bell captain: people/things

(9) art gallery director: people/things/ideas

(10) publicity director, e.g., for a sports arena: people/ideas

(11) librarian: people/things

(12) curator, someone who selects exhibits for an art gallery: ideas/things

(13) motion picture projectionist: things

(14) ski instructor: people

(15) landscape architect: ideas

Guiding the Activity

1. Using the hobbies developed in Unit 2, Activity A, as a basis, ask students if they can think of any other hobbies in which people they know are interested.

2. From this list of hobbies, students should choose the hobbies in which they are most interested and determine whether the hobbies involve people, things or ideas.

3. Each student should examine whether there is any pattern in his/her interests (e.g., does he/she like working with people more than working with things).

Learning More From the Activity

1. All occupation and interests involve people, things and ideas to some degree.

2. Most occupations and interests involve interaction of one kind more than of another kind. For example, the tour guide is more involved with people than with things or ideas, and someone whose hobby is reading is more involved with ideas than with things or people.

3. It is important in career planning to determine (a) what type of interaction you most like, and (b) what type of interaction is more prevalent in the occupation.

4. Have the students identify some hospitality and recreation occupations which might satisfy their interests.

Points to Stress

- All occupations involve some interaction with people, ideas and things, but one or two of these elements may be more characteristic of a job than others.
- It is useful to consider one's own interests in terms of people, ideas and things when assessing oneself.

UNIT IX: WHAT'S NEXT?

Teacher's Guide

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Lifestyle	
Students match job-hunters with jobs appropriate to their lifestyles.	Instructions and four profiles for each student.
B. Job-Match	
I. Whom to Hire?	
Students pick the best-qualified applicant out of two for each of four jobs in hospitality and recreation.	Four job descriptions including applicant profiles for each student.
II. Is Everybody Happy?	
Students match descriptions of hypothetical individuals with job requirements in entry-level hospitality and recreation occupations.	Six job descriptions and profiles for each student.
C. How About This Career?	
Students will develop individualized career plans.	Career Plan form for each student.

UNIT IX: WHAT'S NEXT?

OBJECTIVES

- Students will be able to assess the skills and interest of individuals and to analyze job skill requirements.
- Students will be able to explain the importance of career planning.
- Students will be able to identify more than one career path for obtaining a hospitality and recreation occupation.
- Students will be able to explain the importance of considering lifestyle in planning for a career.
- Students will be able to develop a career plan.

RATIONALE

This unit requires students to examine the impact of work or career on an individual's lifestyle. Students must assess occupational choices in the broader context of overall personal satisfaction. This assessment requires an analysis of:

on the job characteristics (e.g., what you do, whom you interact with, etc.)

off-the-job lifestyle as it is influenced by one's job (e.g., overtime required, travel, salary, location, and the impact of these elements on family and social life, and leisure needs).

In performing this assessment, students are encouraged to adopt a broader and longer-range view of work beyond an immediate post-graduation job and the salary it offers. Students will thereby begin to understand the importance of thoughtful occupational choice and to develop techniques for intelligent decision-making.

This unit elaborates the theme introduced in Unit 7. There, students matched individual characteristics in terms of interests and skills with job characteristics. Here, individual preferences are studied in terms of preferred lifestyle elements and job characteristics, including their off-the-job implications. Students evaluate jobs in terms of the degree to which they are likely to produce personal satisfaction for specified individuals.

The culminating activity for the unit and the curriculum gives students the opportunity to synthesize all the information they have learned and to use this knowledge in the development of their own career plan.

CONCEPTS

- A career plan is a roadmap for achieving a specific career goal. It is a document which should delineate a person's job preferences (including type of work, location, size of company, etc.), the specific education and training required to obtain the career goal, and specific work experience which may increase one's ability to achieve career objectives.
- A career plan is personal—that is, it is appropriate *only* to the person who develops it.
- Major components of a career plan are:
  - career objective
  - education and training required
  - work experience either required or desired.
- Career plans include the sequence of required education or training and/or work experience to achieve the career objective.
- The sequence included in career plans vary in most occupations. That is, individuals can combine the elements in different ways to achieve the same end. For example, a manager of a hotel may have achieved his/her job through obtaining a degree in Hotel Management or through working a variety of jobs within a hotel.
- A career includes upward or lateral movement. An example of upward mobility may be from recreation aide to recreation director; lateral movement may be from tour guide in a zoo to tour guide in a museum.
- There is more than one way to achieve the same goal.

ACTIVITY A. Lifestyle

Introducing the Activity

1. Tell the students that lifestyle involves such things as the type of hours one would like to spend at work; whether one is active in many non-work activities (such as bowling leagues); whether one likes to travel for the job, and how important the job is in relation to other things one likes to do.
2. Ask the students what other items they think should be considered in life style?
3. How do students describe their lifestyle? (Answers may include: do not like many commitments; work alone; be around people; have an attractive environment; etc.)
4. Explain to the students that, in the following four cases, they will have an opportunity to examine some lifestyle preferences of people, and to select the most appropriate job to satisfy their lifestyle considerations.

Guiding the Activity

1. Divide the class into groups of 4-5 students.
2. Each group of students should read each case and select the most appropriate job for that individual. You should allow about 10-15 minutes per case.

Learning More From the Activity

1. During the discussion of student choices, the following points should be made.

   a. For Evelyn, the first job offers a chance to sew but does not meet her salary or regular hours requirements. The second job offers substantial advancement, good salary, and a chance to use her secretarial skills, but would require night and weekend work. The third job does not meet Evelyn's salary requirements, but does offer regular hours, a chance for advancement, and a chance to use her skills. All three jobs involve working with people.

   b. For John, the first job offers a chance to travel and to work in the art field, but would demand much interaction with people. The second job would give him a chance to be alone, to be outdoors, and perhaps to work on his painting. In the third job, John could use his sports knowledge and would travel, but he would also find many of the same disadvantages as in his present job.

   c. The first job will use Janet's skills in convention planning and in working with people. It will offer her chances to advance, but may require more irregular hours than she is willing to work. The second job will be challenging, suitable to Janet's interests and training, and will offer a chance for advancement without irregular hours. The third job, which would use Janet's theater and communication skills, demands traveling, which Janet does not want to do.

   d. Amhed would probably enjoy the guide work, could use his communication skills and might find some advancement. However, the low salary, night and weekend work, and small chance for entrepreneurship are all disadvantages. The ticket seller job also has a low salary, but the work in publicity might lead to a better job. The third job offers a better salary, chances for promotion, and perhaps a chance to go into business alone. The starting hours are not good for a person with a family but may soon change.

Points to Stress

- Individuals should be aware of their lifestyle preferences when planning a career.
- Sometimes people have to make "trade-offs" between lifestyle preference and job requirements. For example, someone may prefer not to work in the evenings but is very interested in working in a movie house. They may have to make a choice as to which desire, at the moment, is most important.
- The field of Hospitality and Recreation provides opportunities for people whose lifestyle preferences include providing services to people, working outdoors, contributing to the enjoyment of others, and combining avocation with vocation.

ACTIVITY B. Job-Match

I. Whom to Hire?

Introducing the Activity

1. Explain to the student that career planning involves matching jobs with experience, training, interests and abilities.
2. Such matching can be viewed from several perspectives:
   - The employer matches job requirements to the skills of job applicants.
   - Job counselors consider job requirements and applicants' interests and needs in suggesting appropriate jobs.
   - Individuals consider their own interests and needs in career planning.
3. Explain that in this activity students will take the employer's point of view when matching jobs with applicants.

Guiding the Activity

1. Divide the class into small groups for discussion, or have students do the exercise individually.
2. Explain to the class that for each job description two individual profiles are given.
3. They are to select the most appropriate individual *to meet the stated* job requirements, much as an employer would.

Learning More From the Activity

1. During the discussion of student choices, the following points should be made:

Sightseeing Guide

Both Angela and John appear to have the basic requirements for the job; special note is made of Angela's voice. Both applicants have done well in previous jobs. Norman's knowledge of history may be the deciding factor.

Night Club Manager

Janet clearly has more experience and proven success in the duties of a manager than Ernest. In hiring someone who has been an owner, however, the employer might question whether she would be willing to stay in a manager's job.

NOTE: In the first two jobs, the question of sex-bias may be raised. Some students may feel that women should not drive a bus or be chosen over a man for a managerial position. Group discussion of opportunities for and accomplishments of women in Hospitality and Recreation may be appropriate here.

Ship's Chef

Both Monica and George have held jobs which include the duties of the ship's chef. Monica has held hers longer and comes with very strong recommendation from her employer. Her experience in a variety of jobs and settings must be weighed against George's specific training in international cuisine and management.

NOTE: In this job and the previous one, the question of age-bias may be raised. Students may feel that employees in their twenties are a better choice than employees in their forties. A discussion of career-length and the value of experience may be appropriate.

Landscape Draftsman

Juan's greater experience in drafting, his fluency in a language, and his interest in travel and architecture have to be weighed against William's extra qualification in selling and his poorly remembered French.

Points to Stress

- Employers want to hire the person best able to provide the skills required for a job.

II. Is Everybody Happy?

Introducing the Activity

1. Explain to students that in this activity they will try to satisfy both the job requirements and the personal requirements of the job-hunter—much as a job-counselor would.

Guiding the Activity

1. In the same small groups or individually, have students turn to the 6 profiles and 6 job descriptions.
2. Explain to the class that they are to match the most appropriate individual with the most appropriate job.
3. Remind the students to keep in mind the *individual interests* of the individual, as well as the requirements of the job.
4. Allow 40 minutes for students to make their choice.
5. Reassemble the class and ask students to explain their choices.

Learning More From the Activity

1. The most likely job-people matches are:

Bob Hanscomb—Bowling Alley Deskperson 1-F
Bob has the required high school diploma, experience in supervising others, and expertise with figures and cash registers. The job satisfies Bob's desire for a routine job with no selling.

Erica Weaver—Theatre Usher 2-C
Erica, although young, demonstrated as a corridor monitor that she could direct crowds. The theatre job, in which Erica has some experience should provide enough money to satisfy Erica's needs. Antonio might also be a choice for this job, although he has little related experience.

John Bates—Train Host 3-E
John's equivalency diploma is sufficient for this job; his friendliness should be a valuable asset in dealing with passengers. The railroad company offers the chance for advancement John wants. Elinor might also be interested in this job, although she does not have a diploma.

Elinor Robison—Kitchen Helper 4-A
Elinor is pleasant and willing to work hard; those qualities are needed in this restaurant job. No high school diploma is required. The job will provide better wages and perhaps a chance to train as a cook.

Antonio Mendes–Baggage Porter

Although this job is not particularly interesting and has few possibilities for advancement, Antonio does not have such demands of a job. He is accustomed to hard work and dealing with packages, which the job demands.

Deborah Gibson–Ticket Seller

In this job, Deborah can sit still and yet meet many people. Her experience with the cash register and her pleasant personality will be assets in selling tickets and making change.

Points to Stress

- Employers seek personal skills and attitudes as well as technical skills: the ability to deal with people in a friendly way is often a job requirement.
- Job-seekers may seek jobs with special requirements, e.g., no selling, no standing.

ACTIVITY C. How About This Career?

Introducing the Activity

1. This unit is a culmination of all the activities students have performed in this curriculum. Students now have an opportunity to synthesize the information they have learned into a comprehensive whole and to put their new knowledge to use for themselves by developing a career plan.
2. Briefly review with the class the purpose and the components of a career plan.
3. All of the material covered in this curriculum provides input for the career plan. (Attached is a graph, Table A, which illustrates how the concepts which have been taught funnel into the ultimate career plan).

   Using the graph, and chart of Synthesis of Concepts and Relationship of Each Concept to Career Planning–Table B, illustrate how the curriculum relates to the career plan.
4. In discussing the chart, point out that such a process is helpful even if students ultimately decide to alter their career objective.

Guiding the Activity

1. The plan calls for the student to identify:
   - his or her career objective
   - his or her personal preferences in regard to life style factors associated with the career
   - education and training required
   - work experience required or indicated (i.e., the job ladder)
   - any additional factors which might influence the choice or development of a career.
2. Students will be working alone during this exercise although they may need your assistance.

   Emphasize that this plan is not merely a hypothetical exercise but is intended for the students' use and therefore they should be realistic and serious about their work.
3. Ask students to work on a few sections of their plan at a time since it is unlikely that they can do a good job in one class period.
4. Note that the Student Instructions do not require students to choose a hospitality and recreation occupation. Students who reject hospitality and recreation as a career at this time should be asked to explain their reasons for rejection.

Learning More From the Activity

1. At the end of the unit, volunteers can be asked to share their plans with the rest of the class. Each plan should be reviewed by you before the student completes the unit.
2. Remind the students that the career plan is an ongoing, working document intended to be used and changed and used again.

Table A

CAREER PLANNING

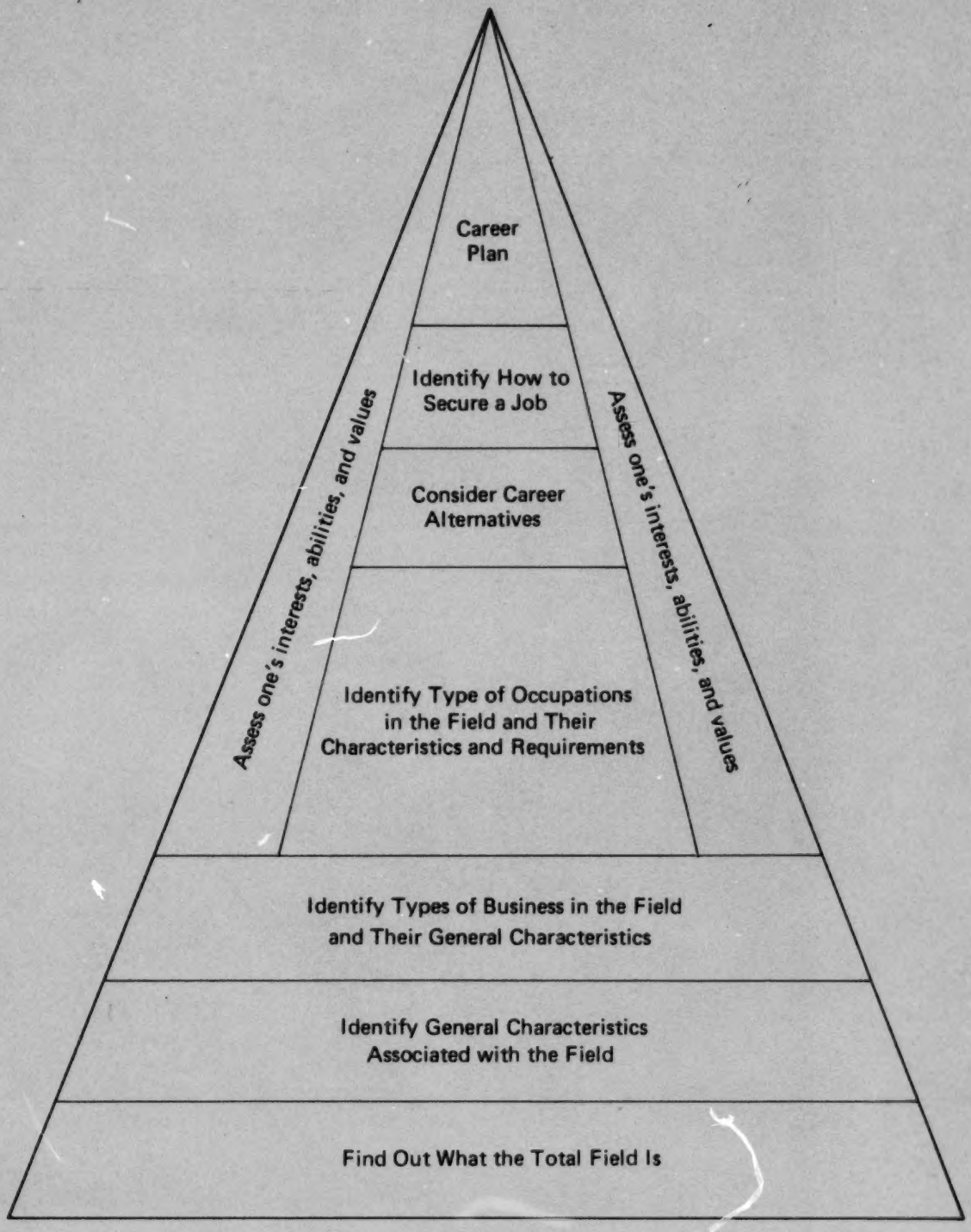

Career Plan
Identify How to Secure a Job
Consider Career Alternatives
Identify Type of Occupations in the Field and Their Characteristics and Requirements
Identify Types of Business in the Field and Their General Characteristics
Identify General Characteristics Associated with the Field
Find Out What the Total Field Is
Assess one's interests, abilities, and values
Assess one's interests, abilities, and values

TABLE B

SYNTHESIS OF CONCEPTS AND THE RELATIONSHIP OF EACH CONCEPT TO CAREER PLANNING

CONCEPTS	RELATIONSHIP TO CAREER PLANNING
What is a Career? Although there is no single definition of what constitutes a career, some say that it is the series of life activities and experiences (including jobs, education and training) that constitute a person's life.	By examining the hypothetical careers of others, students gain insights and skills which they can use as they begin to plan their own careers.
How Does One Plan for a Career? There are many elements involved in planning a career. An individual is confronted with more considerations than simply whether he has the skills needed on the job. Family responsibilities, personal tasks and lifestyle all play important roles in an individual's decision about a career or job. Rarely can all an individual's needs be met by a career.	Students learn the importance of assessing their own interests and needs as they plan their careers. They practice by ranking the needs of hypothetical individuals seeking employment. This enables students to articulate their values regarding job and career satisfaction.
Overview of the Field of Hospitality and Recreation The seven industries of Hospitality and Recreation are introduced. In addition, the industries, businesses and occupations associated with these work environments are presented. Use of leisure time is also examined.	Before one can effectively pursue a career, he/she should understand the fundamentals of the field in which that career would operate. Only in this way can the person: a) determine if it is a field he/she would be interested in pursuing as a career b) identify and comprehend how his/her career might fit into the total field.
Skills Common To the Field of Hospitality and Recreation: Interpersonal, Money Management; Recordkeeping Many occupations in the field of Hospitality and Recreation require certain common skills. It is important that anyone contemplating a career in this field acquire these skills. Some skills are also transferable to and used in occupations in other fields. For example, interpersonal skills are important in many occupations.	A very important step in the process of career planning and preparation is skill acquisition. The skills taught here are basic to many occupations and to the management of one's personal affairs. Acquisition of skills gives students a basis on which to make career decisions.
Exploration of Industries Within The Field Certain characteristics of each industry in Hospitality and Recreation are presented: • working conditions/characteristics • type of occupations • nature of tasks and responsibilities • career mobility.	In order to make an objective decision about the possibility of a career in hospitality and recreation, the student must develop familiarity with each work environment and with the occupations found in these environments.

Self-Assessment of Interests and Abilities

Knowledge of one's own interests, skills and abilities is a prerequisite for realistic career planning. The next step is to compare one's skills, interests and abilities with the characteristics and requirements of occupations found in the field of Hospitality and Recreation.

Self-assessment is critical to successful career planning. It is essential to know one's own skills, interests and abilities in order to consider one's suitability for particular jobs. Self-assessment needs to be an ongoing process because one's skills, interests, and abilities change. In conduct of self-assessment, the student (especially the young student) should not feel constrained by skills he/she does not yet have, since they can be acquired by education, training or job experience.

In-Depth Exploration of the Field of Hospitality and Recreation

There are many different occupations in the field of hospitality and recreation. They require varying degrees of education, training and/or job experience. In addition, they operate in different work environments, which can affect an individual's life style. It is important to explore the differences in a variety of jobs in making a career decision, however tentative.

Learning by doing is an effective instructional method. It is important for students to conduct research in the community and in libraries on hospitality and recreation occupations and their work environments. The students thereby acquire the skills in occupational analysis which can be used again as they develop their own career plans.

Development of Career Plan

Career planning is an ongoing process which should begin as soon as the student is able to assess his/her own interests and abilities in terms of the job market. Career planning includes such considerations as job experience, education and training, and opportunities available in the job market.

UNIT I: WHAT IS A CAREER?

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Career Decision-Making	
Examine the factors which affect job selection and job satisfaction.	Instructions, four biographical sketches and lists of questions.
B. The Future	
Identify your own interests, in relation to different occupational tasks.	Instructions and a list of questions.

ACTIVITY A. Career Decision-Making

Instructions

The purpose of the exercise is for you to consider what a career is by analyzing and discussing descriptions of the life experiences of four people. In addition, you will become familiar with some of the characteristics of several jobs. Some of these jobs are in the field of hospitality and recreation. The insights you gain from this exercise will be of help to you when you begin to plan your own career.

For this exercise, the class will be divided into small groups. Each group will discuss the same four biographical sketches which describe the interests, hobbies, education, training, and jobs of an individual. You will receive a copy of each biographical sketch with a set of questions for each. The answers to these questions are to be discussed in each group. Often you will find that there is no one correct answer.

The first thing your group should do is to select a notetaker. The notetaker will record some of the answers to the questions and some of the important points brought out in the discussion. These notes will be reviewed with the entire class when the group discussion period is finished. You will have twenty minutes to read and discuss each biographical sketch. Your teacher will notify you when it is time to move on to the next one.

Stuart Smithfield

Stuart Smithfield had been a C to C+ student most of his life. He had the ability to do better work, but he preferred to spend his free time outdoors rather than indoors studying.He had been a Boy Scout since he was nine and stayed with the program until he became an Eagle Scout. Despite his parents' desire that he go to college, Stuart decided to go right to work after graduating from high school. He had taken a business course in high school and had learned to type and take shorthand. He had also learned how to keep the books (the financial records) for a small business or organization.

Stuart started his job-hunting efforts by going to the State Employment Service. There he found that there were a number of job openings for clerks and clerk typists, and he got a job as a typist for a local library. His job was to type cards for new acquisitions (new books purchased) and to retype cards that were so worn that they could not be read. Stuart quickly became bored with this job for several reasons: first, it required that he stay indoors all day; second, the work was monotonous; third, he could see no chance for upward advancement; and fourth, the job paid only the minimum wage. Stuart decided that he wanted a job which would allow him to be outdoors at least part of the time. He already had a driver's license and he easily found a job parking cars for one of the large hotels in the area.

After two years on this job, he was still dissatisfied. He now felt that being outside wasn't the most important thing in the world to him, especially when 'outside' meant the parking lot of a hotel. Stuart therefore decided to seek the advice of a career counselor at a local community college. The counselor suggested that he apply for a job as an assistant to the superintendent of the local park or as a playground supervisor. Both jobs would allow him to work outdoors and both jobs would use skills that Stuart had learned during his years as a scout. Stuart applied to and was accepted for the job of playground supervisor. Stuart chose this job because: it would enable him to use his skills from scouting days and he felt there would be opportunity for upward advancement (i.e., there are several other jobs with more responsibility and higher salaries which he could obtain with experience in the playground supervisor job). The counselor had told him that if he liked the job, he could take evening courses on park management so that he could increase his eligibility for more responsible jobs.

1. For which job do you think Stuart did the most self-analysis (examining what his own interests, abilities and skills are)?

2. Which experiences taught him about his real interests?
3. Why do you think Stuart wants more responsible jobs? Money? Personal satisfaction? Others? Give reasons for your answers.
4. When do you think Stuart really started to plan his career?

Janet Miller

Janet Miller was a high school drop-out. Although she liked school, she was forced to leave school so that she could get a job and help her parents support their large family. She left school at a time when it was difficult for anyone to get a job. Therefore, she felt lucky that she was able to secure a job as a chambermaid in one of the large downtown hotels. It was one of the few jobs she had looked at that did not require a high school diploma. Janet worked at this job for a year and a half before deciding that she wanted to look for a job that was more challenging and that paid more. She realized that her first step should be to acquire a high school diploma. Therefore, Janet took courses at night and eventually passed the high school equivalency exams. In these courses, she learned to type, take shorthand, do elementary bookkeeping, and do most of the tasks associated with running an office (filing, answering the telephone, running the photocopying machines, and so forth).

Janet didn't know exactly what kind of a job she would like to do. The business about which she knew most was, of course, the hotel and motel business. She therefore decided to apply for a job as a desk clerk at several of the hotels and motels in town. Her application was accepted both by a hotel and by a motel. The motel was part of a large, national chain of hotels and motels. Janet took the job with the motel because she thought that size of the chain would give her more opportunity to advance.

Janet Miller worked at her job as desk clerk for three years. She was then promoted to the position of front office manager. She was promoted because, in addition to being efficient and accurate, she was always pleasant with lodgers and worked well with her fellow employees. She was not afraid to take on responsibility and usually gave clear instructions to those who worked for her. Janet has held the management job for five years and is still on the job. Although she's good at her job, she doesn't particularly enjoy supervising other people. She will probably be looking for another job soon.

1. What personal qualities do you think Janet demonstrated in moving from her job as chambermaid to the job as desk clerk?
2. After completing her training in evening courses, Janet didn't know what kind of job she would like. What could she have done to find out?
3. How many other jobs in large hotels or motels can you think of besides chambermaid, desk clerk, and front office manager?
4. Do you think that Janet's job history shows planning on her part? There is no one right or wrong answer, but there are indications of whether or not Janet planned her career. Please give specific examples.
5. Janet is not satisfied with her current job. Can you think of jobs that she might be interested in and eligible for? To assist you in answering this question, you might list Janet's skills, interests, and abilities; be sure to include things she doesn't like. To get started, you might look at the jobs you listed in question (3) to see if any of them might be appropriate.

Richard Osgood

Richard Osgood has always been interested in sports. He participated in baseball, tennis and football while he was in high school. In addition, he earned money in high school as a tennis instructor.

During his junior year in high school, he decided to make a career of playing professional football. He applied to and was accepted at a college that had an outstanding sports program. Richard played football as a tight end through all four of his college years. He majored in English and took several courses in television and radio communications and journalism. During his fourth year of college, he signed a contract with a professional football team, the Toledo Toughies.

Richard Osgood had a very successful first year as a professional football player. Unfortunately, during his second year, he sustained a back injury which was so severe that the doctors told him he could never play football again. Richard became very discouraged and for six months didn't do anything at all. He then decided to go back to college to earn a master's degree in English. After completing college, he began teaching English at the local high school. He stayed on as an English teacher for four years before deciding that he really didn't want to make a career of teaching. He felt that he wanted to be in an occupation that involved sports—and preferably football—in some way.

He thought of combining his journalistic skill with his interest in sports by becoming a radio or TV sportscaster. Although he found that there was much competition for jobs in this area, he also discovered that he had the necessary qualifications. Richard applied for and was hired as a TV sportscaster for one of the major networks. Although his original assignments covered a variety of sports, Richard was finally able to get assignments in the sport he like best—football. Richard Osgood is still working as a TV sports commentator and is very satisfied with the job. One side benefit is that his current job pays much more than his previous job as a secondary school teacher.

1. Based on what you read in the profile and on what you know about professional football, what are some of the job disadvantages for a professional football player that can offset the high annual salary?
2. When did Richard first begin to plan his career? Did he plan for different careers at the same time?
3. Is there another way in which Richard could have combined his teaching skills with his interest in sports?
4. What do you think some of the characteristics of a good TV sportscaster are?

Rose Wilcox

Rose Wilcox is an outgoing and friendly person. During her school years, she received a generous allowance from her parents, so she didn't have to work. In her spare time, she volunteered for a number of community projects and local and national charities. She raised funds for the Heart Association, did volunteer work at hospitals and worked as a "Big Sister." Rose did not know what she wanted to do when she left high school. Her parents wanted her to go to college, and since she had no other plans, she agreed. She first majored in History; however, as time went on, she became interested in another department at the university, Hotel and Restaurant Management, and during her second year at the university, she changed her major to Hotel and Restaurant Management.

Part of the Hotel and Restaurant Management program involved a work-study program where students worked in a hotel or restaurant as part of their course of study. Rose enjoyed the work, and when she graduated from the university, she accepted a position as an assistant manager in a large hotel in her home town. Because of her management skills and her outgoing and pleasant personality, she was soon promoted to manager of the hotel. She held this position for five years.

As one can tell from Rose's extracurricular activities when she was in high school, Rose is a very energetic person. She has now decided to go into business for herself. She has selected the restaurant business because she feels it is more interesting than the hotel business and requires less capital to get started. What factors do you think might contribute to her success? What problems might she have?

1. Rose Wilcox wants to get into business for herself. What are some of the benefits of being in business for oneself? What are some of the disadvantages?
2. Based on the description in the profile, what do you think some of Rose's most outstanding personal qualities are?
3. When did Rose first begin to plan her career?
4. What kinds of skills do you think the owner of a restaurant business must have?

ACTIVITY B. The Future

Instructions

In this exercise, you will identify some of your own interests. To do this, you will select pictures from a variety of magazines of people doing things which interest you or which you would like to do. You don't have to have the skills or experience required to do the activity. Once you have cut out the pictures you want (choose four to six), paste them in an interesting way on the construction paper which your teacher will provide. Following these instructions is a list of questions about the pictures you selected. Answer the questions in the spaces provided. If you have interests that you couldn't find represented in a picture, describe these briefly on the questionnaire.

After the questionnaire is complete, there will be a general discussion about leisure activities and about occupations related to leisure time activities.

1. Describe the picture you have selected. (Tell what the person or people are doing.)

2. What in the picture do you like best?

   a. Why do you like that aspect best?

3. How do you think the people in the picture spend most of their time?

   a. Would you like to spend your time that way? If so, why? If not, why not?

4. Does the picture represent a job or a leisure activity (e.g., airplane pilot versus someone skydiving)?

a. Is that a job you would like to have?_____Why? _____

b. Is that a leisure activity you would like to do?_____Why?_____

5. Is education or training required for the activity shown in the picture? ____ Yes ____ No.
If the answer is yes, describe what kind of edcuation or training you think is required.

6. In addition to the activities in the pictures, what else would you like to do with your time?

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Hobbies	
Relate avocational interests to occupations.	Instructions
B. Occupational Analysis	
Review and answer questions on three hospitality and recreation industries and the occupations associated with them.	Three descriptions of hospitality and recreation industries with related questions.
C. Career Paths	
Review two case studies and answer questions relating to career planning.	Two case studies for two hospitality and recreation occupations.

ACTIVITY A. Hobbies

Instructions

In this exercise, you will consider how hobbies relate to jobs. Everyone has hobbies; and the skills used in many, if not all of them, can often be transferred to or developed into a related job. Below is a list of hobbies you might be interested in. You and your classmates will think of others to add to the list. When you divide into teams, you will be asked to list as many jobs related to *eight* of those hobbies as you can.

Once you and your teammates are together, the first thing you should do is appoint someone to write down the list of hobbies you came up with. Then, the team should choose the eight hobbies it wants to develop a job list for.

dancing

rock music

baseball or softball

jazz

camping

photography

giving parties

reading

pets

model trains, ships, planes

ACTIVITY B. Occupational Analysis

Instructions

In this activity you will learn how to analyze occupations and work settings.

To do this, you will read about three Hospitality and Recreation facilities: The Sun-It Resort, The New City Recreational and Entertainment Complex, and the Big Ship Tour Boat Line. Each section describes some of the jobs people do there and has some questions for you to answer about the jobs.

The Sun-It Resort

The Sun-It Resort is located in the Bahamas. The *resident manager* of the resort is a native Bahamian who received training in hotel and motel management in England. The manager oversees the entire operation of the resort from maintenance to sports to food preparation. He also hires and fires all personnel. He designs and conducts training programs for staff and handles publicity for the resort. The manager places great emphasis on the Sun-It as a 'sports resort.' Accordingly, there are two *instructors for water sports*, e.g., scuba diving, water skiing, and snorkeling (in addition to the three *life guards*), a *tennis instructor*, a *recreational aide for volley ball*, and a *recreation aide for soccer*. The *head of the recreation department* oversees sports activities and is prepared to offer additional sports if customers request them.

The Sun-It is well known for its outstanding cuisine (cooking). The *chef* is trained in a wide variety of cooking styles including Bahamian, European and American. She is assisted by four *cooks* and three *kitchen helpers*. The chef also helps train *waiters* and *waitresses*, since much of the customer satisfaction with a meal depends on the quality of the service.

Many of the Sun-It's lodging services are supervised by the *front office manager*. He has working for him the *bell captain* and the *bellmen*, the *reservations clerk*, the *lost and found clerk*, and others. Cleaning services are provided by the housekeeping department which is supervised by the *executive housekeeper*. The executive housekeeper supervises and schedules the *maids*.

LIST OF JOBS

A. resident manager
B. instructor for water sports
C. life guard
D. tennis instructor
E. recreational aide for volley ball
F. recreational aide for soccer
G. head of the recreational department
H. chef
I. cook
J. kitchen helper
K. waiter
L. waitress
M. front office manager
N. bell captain
O. bellman
P. reservations clerk
Q. lost and found clerk
R. executive housekeeper
S. maid

Questions

1. List the jobs which you think might require special training.
2. Which jobs require the individual to work outdoors?
3. Which jobs require special equipment in their performance?

4. For which jobs is it especially important to be able to get along well with people?
5. List the jobs which require supervision of other workers.
6. Which job do you think demands the most creativity (ability to think of new ideas and new ways of doing things)? There is no right or wrong answer, but you should be able to give reasons for your opinion.
7. Which of the jobs require some office skills, e.g., filing, typing, recordkeeping?
8. List the four jobs which you think require the least training.

New City Recreational and Entertainment Complex

New City has a large recreational and entertainment complex which features a zoo, a museum, and an art gallery. The *director of the zoo* is a man who has spent considerable time and energy on protecting endangered species, capturing animals and birds for zoos, and designing new zoos which reproduce the animals' home environment. The New City Zoo allows animals to wander about—the people are in cars. The director of the zoo supervises all zoo employees and directs the care and feeding of the animals. The zoo has a *publicity director* who designs programs advertising the zoo. She writes articles for the local newspaper, writes TV and radio advertisements, and has an *artist* who works for her designing posters for display and brochures for mail distribution. The *head animal man* directly supervises the care and feeding of the animals. Sometimes he does some of the feeding himself. He is assisted by three *attendants*. There is, in addition, a *veterinarian* who works for the zoo. He overlooks the animals' diets and cares for them when they are sick. The zoo also employs four *guides* who conduct tours explaining to visitors where the animals come from, what their habits are, and so forth. The guides are trained by the director of the zoo.

Near the zoo are the museum and art gallery, both of which are in the same building and directed by the same person. The *director* has a bachelor's degree in fine arts and a master's degree in museum management. The director helps raise funds for the museum and the art gallery and assists in the selection of exhibits. She hires and trains most of the people who work for the museum or the art gallery. She is assisted by the *curator* of the art gallery, who has the major responsibility for selecting and arranging art exhibits. The curator also has a degree in fine arts. Both the museum and the art gallery employ *guides*, who conduct tours and explain the history of and techniques used in each of the works on exhibit.

LIST OF JOBS

A. director of the zoo
B. publicity director
C. artist
D. head animal man
E. attendant, zoo
F. veterinarian
G. director, museum and art gallery
H. curator, art gallery
I. guide, zoo
J. guide, museum and art gallery

Questions

1. List the jobs which you think might require special training (e.g., training or education in a school).
2. Which jobs require the individual to work outdoors at least part of the time?
3. For which jobs is it especially important to be able to get along well with people?

4. List the jobs which require supervision of other workers.
5. What do you think are some of the qualities of a good supervisor? (For example, ability to give instructions clearly.)
6. Which job do you think demands the most creativity (ability to think of new ideas and new ways of doing things)? There is no one right or wrong answer, but you should be able to give reasons for your opinion.
7. Which jobs do you think require the most physical exertion?
8. Which jobs require that the worker have good writing skills?
9. Which job or jobs would most satisfy someone who likes to work directly with animals?
10. What job or jobs would best satisfy someone who likes the challenge of new and different problems?

The Big Ship Tour Boat Line

The Big Ship Tour Boat Line runs a variety of cruises along the east coast of the United States, concentrating on stops and visits to the islands in the south. It is known for its outstanding cuisine (cooking), and maintains a large and well-trained staff. The line is so big that it is able to maintain its own training school in food and beverage services. The Victoria is the largest boat in the line. Some of her crew are a *chef*, two *cooks*, *waiters* and *waitresses*, several *busboys*, a *kitchen supervisor*, a *maitre d'hotel*, *room and deck stewards*, *bartenders*, a *wine steward*, and finally, the *director of food and beverage services*.

The *chef* plans all menus and oversees the preparation and serving of all meals. The *cooks* actually prepare the food. The *waiters* and *waitresses* wait on customers and take their orders, both in the two dining halls and on specified decks. The *kitchen supervisor* supervises the *busboys* as they clear tables, wash dishes, assist in the more mechanical aspects of food preparation, and so forth. The *maitre d'hotel* seats customers and generally oversees the *waiters* and *waitresses*, in order to maintain service quality. The *room and deck stewards* look after the passengers' comfort while they're on deck, provide playing cards and other games to customers, clean and change linen in passengers' rooms, and so forth. The *room and deck stewards* may also serve food and beverages on deck and in cabins. The *bartender* mixes and serves drinks. The *wine steward* is an expert on wines who orders wine and assists customers in making selections. The *director of food and beverage services* supervises most of the employees described above. He orders food and other supplies, samples services himself to insure their quality, schedules workers, hires new food and beverage employees, and on occasion assists in the training of new employees at the boat line's training school. Partly because of the existence of the training school, it is possible for employees to move up in the business by going to the training school and learning new skills. Because of its training school and opportunities for moving up, 'upward mobility', the boat line is able to attract good, reliable staff. This helps maintain the quality of service aboard the ship and keeps the customers coming.

LIST OF JOBS

A. chef
B. cook
C. waiter
D. waitress
E. busboy
F. kitchen supervisor
G. maitre d'hotel
H. room and deck steward
I. bartender
J. wine steward
K. director, food and beverage services

Questions

1. List the jobs which you think might require special training (e.g., training or education in a school).
2. Which of the jobs requires outdoor work?
3. Which jobs, if any, require special equipment?
4. For which jobs is it especially important to be able to get along well with people?
5. Of the jobs described, which ones probably involve the supervision of other workers?
6. Which job or jobs do you think require(s) the most creativity?
7. Which jobs do you think require a certain amount of physical exertion?
8. Which jobs do you think require recordkeeping skills?
9. Which job or jobs do you think would most satisfy someone who likes the challenge of new and different problems?
10. What do you think some of the benefits are for someone who works on a tour boat?

ACTIVITY C. Career Paths

Instructions

There is always more than one way to land a job. This exercise will help you discover at least two of these ways.

We will consider two jobs: a tennis instructor and an assistant manager of a hotel. For each job, the careers of two people who now hold that job are described.

After reading about the people, there are questions for you to answer about the paths each person took to reach his or her job.

Tennis Instructor

John Jacobson is a tennis instructor at a resort in Florida. John has been playing tennis since he was ten, when he participated in a free tennis clinic sponsored by the newspaper in his town. John was on the tennis team when he was in high school, and he demonstrated such ability that his coach suggested that he consider playing tennis professionally. When he became eighteen, John began to compete in amateur and professional tennis tournaments. He attracted the attention of a sponsor who agreed to support John by paying his expenses while on the tennis tour and by providing him with an experienced coach. The agreement was that once John began to earn money as a tennis professional, he would give the sponsor a percentage of what he earned. John made his living as a tennis professional for ten years before retiring from competition. He wanted to get a job related to tennis. Therefore, he took a job as tennis instructor for a Florida resort.

Jerry Cohen is a tennis instructor for the city's recreational park. He has held the job for the last year. In high school, Jerry had been involved in a variety of sports. He enjoys working with and teaching people. Because of his interests, Jerry decided to go to college and get a degree in physical education. Jerry went to the local state college and majored in physical education. He learned how to teach a wide variety of sports and how to plan recreational programs, both within schools and for the public in municipal recreation centers. When he graduated, Jerry had the choice of working within either the local recreational park or the college program. He decided to work for the city because he felt he would have more opportunity for advancement and could get involved with a wider variety of recreational programs than he could in the school system. For example, once he has acquired enough experience he might become director of the recreational facility.

Questions

1. What elements of chance can you identify in John Jacobson's career? In Jerry Cohen's?
2. What are some of the advantages of being a tennis professional? What are some of the disadvantages?
3. How did John get his training to be a tennis instructor? How did Jerry get his training? What is the major difference between the two ways?
4. John and Jerry have the same job title, but work for two very different employers. What might be the benefits of working in a resort? The disadvantages? What might be the benefits of working for a city parks and recreation department? The disadvantages?
5. Which one of the two men do you think has a better chance to get another job (with the same employer)? Give reasons for your answer.

Assistant Manager of a Hotel

Janet Reed is the assistant manager of the Sleep-Here Hotel. She graduated from high school nine years ago. In high school, she had taken a business course. Janet's first job after high school was as a desk clerk for a small motel. She held this job for two years, was well liked by the people she worked with, and was organized and efficient in her work. After two years, she was promoted to manager of the front office. She held this job for three years. She then decided that the motel was too small to allow adequate opportunity for advancement, so she secured a position as front office manager at the Sleep-Here Hotel. She had more responsibility at the Sleep-Here than she had had at the motel, because the hotel is very large. After she had worked at the hotel for two years, she was promoted to assistant manager because the manager felt that she had a lot of potential. Janet is still on the job and is very satisfied with her position.

Bob Hagiwara is the assistant manager for the Friendly Hotel. He has held that position for four years. Bob's family has been in the hotel business for two generations and his father is part owner of the hotel. When he was a boy, Bob would spend a lot of time at the hotel with his father, and he liked the atmosphere and the kinds of jobs he saw being performed. When in high school, he decided to go to college and study hotel and restaurant management. Part of the program of study involved working part-time in managing hotels and restaurants. After he graduated, Bob went to work in his father's hotel. He worked first in a variety of jobs to get an idea of what hotel and restaurant jobs actually entailed. After two years of this general experience, Bob was promoted to assistant manager of the hotel.

Questions

1. What elements of chance can you identify in Janet's career? In Bob's?
2. How did Janet get her training to be an assistant manager? How did Bob get his training? How is this similar to the tennis case study?
3. Which of the two do you think would have a better chance of getting a better job with the same employer? Give reasons for your answer.
4. What is the natural next step up the career ladder for both Bob and Janet?
5. What do you think might be the reason(s) why Bob would get such a promotion?
6. What do you think might be the reason(s) why Janet would get such a promotion?

OVERVIEW

STUDENT ACTIVITY	STUDENT MATERIALS
A. Fun in the Sun	
Role-play travel agents, consumers, and hospitality and recreation personnel involved in vacation planning.	Instructions Ten role-profiles Four Travel Agent forms

ACTIVITY A. Fun in the Sun

Instructions

1. You are about to participate in an exercise called a role play. In a role play, you adopt the character of a person or group. Each group of students (a group will be composed of one to four students) will play one of the following roles:

   Customer (there are three customers)
   Manager of the Hotel Snore
   Manager of the Sleepy-Time Motel
   Manager of the Hollow Restaurant at the Hotel Snore
   Manager of the Big Cheese Restaurant
   Director of the Fun City Cultural Board
   Director of the Fun City Recreation Department
   Travel Agent (there are three travel agents)

2. The basic action of this role play is that the travel agent helps the client to plan a vacation. All the clients are going to Fun City; however, different clients have different objectives for their vacations. The travel agent will first consult with his/her client and then with the various Hospitality and Recreation facilities in Fun City. He/she will then plan the vacation for his/her client. The final step in the role play is for the travel agent to meet with the client, once he or she has completed the vacation plan (activity sheet), to obtain the customer's approval.

3. Each student will have a role profile. Read the role profile carefully and try to remember as much of it as you can. In answering questions or offering information, stick to the role profile as much as possible. Do not show your profile to a student playing a different role. You are allowed to add to the profile if you wish, but do not add a lot of new information to the profile.

4. The only people who will move around the classroom during the role play are the travel agents. Everyone else will remain at his or her station. The teacher will provide you with cards that you can put on your desks indicating the role you are playing.

5. At the end of the role play, the class will discuss how the travel agents' decisions varied according to the characteristics, interests and financial resources of their clients.

CUSTOMER PROFILES

Lisa Moss

Ycu are the director of a museum in New York City. You are currently planning a business trip (one week) to Fun City for the purpose of attending a conference. Although you have some friends in Fun City whom you would like to visit you prefer to stay in a hotel or motel. However, you desire that your lodging be centrally located so that you can have easy access to transportation to your friends' homes.

You do not know much about Fun City–that's one of the reasons you want to employ the services of a travel agent for your four free days (for three days you will be attending the conference). You would like the travel agent to arrange lodging and entertainment services. You are not very interested in sports; however, you do enjoy things such as museums and tours. Since you have not been on a vacation in some time, you feel that the money you spend is no real concern.

Silver City High School Band

The Silver City High School Band has been working for over two years to raise money for a trip to Fun City. The band is composed of six boys and six girls. In addition, four adults will be accompanying you to Fun City. All members of the band are interested in seeing the major tourist attractions of Fun City. In addition, you would like to engage in some recreational events during your stay, including some swimming. Although a few members of the band have been to Fun City previously, you thought it best to engage the services of a travel agent to make certain you have a schedule for each day during your vacation. You would like the travel agent to make lodging, food, touring and recreational arrangements. The adults who are accompanying the band prefer that rooming arrangements allow the students to be in rooms near one another.

The Jones Family

You are a family of four (parents Ira and Kathy, children Jennifer, 11, and Mark, 8), and you are about to go on your first vacation in five years. You plan to go to Fun City, which you have never visited before, and spend a week there. Since there are four of you, you can't afford to spend a lot of money on expensive hotels, restaurants or entertainment. You are a sports-minded family and enjoy swimming, hiking and skiing. Kathy especially likes to play golf. The whole family likes music, and the children would love to go to the zoo. Both parents have demanding jobs, and so they want to find a quiet place where they could do some reading. The children are looking forward to spending a lot of time on a beach. You don't know much about Fun City and therefore have decided to enlist the services of a travel agent to help you plan your vacation: everything from lodging to food to entertainment.

RESTAURANT MANAGER PROFILES

The Hollow Restaurant at the Hotel Snore

You are the manager of the Hollow, the restaurant at the Hotel Snore. It is well-known for its outstanding cuisine (cooking). You offer several meals representing the cooking styles of various countries, for example, French, Greek, Hungarian, and so forth. You also offer a more traditional menu of American foods. Customers who are staying at the Hotel Snore can get a special reduced rate ($40.00/night covers lodging and three meals for two people) for the duration of their stay. However, they cannot get the reduced rate if they do not take all their meals during their stay at the hotel. Other customers pay a standard rate of $8.00 for lunch and $10.00 for dinner. Breakfast is included in the price of the lodging.

The Big Cheese Restaurant

You are the manager of the Big Cheese, known for its family style and warm atmosphere. Although the menu is limited, customers don't seem to mind because the quality of the meals is good and the meals are inexpensive. The Big Cheese offers a bargain rate of $10.00 for three meals. If the meals are purchased separately, the cost is $4.00/meal. Recognizing that many customers are tourists and travel during the day, the Big Cheese has come up with a special plan where they will put up a box lunch or dinner for the same fee as a regular meal; this allows traveling tourists to benefit from the ten dollar fee for three meals. The box lunches or dinners may also be purchased separately for $4.00 each. One of the restaurant's special features is that live music, varying from country and western to jazz, is presented at every evening meal. At lunchtime, amateur artists from the local area often perform. It is a friendly atmosphere, so it is easy to meet people.

HOTEL MANAGER PROFILES

The Sleepy Time Motel

You are the manager of the Sleepy Time Motel, a series of cottages located on one of Fun City's best beaches. Each cottage is provided with a bedroom (two beds), living room, kitchenette and bath. Most customers prepare their own meals (at an average cost of $2.00 per person per meal); there is a fully stocked grocery store located within walking distance of the motel. In addition to lodging, your motel furnishes modest recreational facilities. There is a volleyball court, two tennis courts, four ping pong tables, a number of surf boards, and facilities for card and other parlor games. For a fee of $5/hour, including gas, the motel rents boats. Sports and game equipment is provided by the motel at no extra cost. The rate at the motel is $40.00/night for two persons, or $25.00 a night for a single.

Hotel Snore

You are the manager of Hotel Snore, located in downtown Fun City. It is a thirty-story highrise building; it takes thirty minutes to get from the hotel to the beach. In addition to the usual facilities, each room is equipped with a color TV. The hotel also has a swimming pool, saunas, steam room, a gym, and several pool tables. Hotel Snore is located close to the Tourist Bureau and to public transportation. The fee is $30.00/night for two people or $20.00/night for a single. Included in this fee are a continental breakfast (roll, juice and coffee or tea), a one-day tour of movie star houses and a one-day tour of movie sets. For $40.00/night (two people or $30.00/night for a single) the package also includes a buffet lunch and a sit-down dinner at The Hollow Restaurant which is located in the hotel.

DIRECTOR PROFILES

The Fun City Cultural Board

Bert Leave is the director of the Fun City Cultural Board, whose responsibility it is to inform residents of and tourists to the Fun City area of the many cultural activities and institutions in the city. Bert is prepared to explain each of the cultural attractions, the location of each, the available transportation, and costs.

The following are some of the attractions most requested by tourists to Fun City:

The Zoo	Many travelers to Fun City enjoy spending a day at this world-famous zoo. Guided tours are provided. FEE: $25.00 includes helicopter tour fare, entrance fee, and a lunch. Per person.
Lavish Mansion	Once owned by William Lavish, this estate is open to the public each day. A chartered bus takes the visitor there, and he/she spends most of the morning or afternoon viewing the mansion. FEE: $18.50 includes transportation and entrance fee. Per person. No meals provided.
Marine World	This exciting aquarium provides entertainment to young and old alike. Trained porpoises and jumping whales amaze the tourist. The facility is located a short bus ride from downtown Fun City. Plan to spend most of the morning or the afternoon there. FEE: $12.00 includes bus transportation and admission fee. Per person. No meals are provided.
Tour of Historic Homes in Fun City	This tour consists of brief visits with a guide to the famous old houses in the Fun City area. About 15 homes are toured—a real treat for the historically and architecturally inclined. It's a one day tour. FEE: Includes chartered bus and tour fee: $6.00 per person. Lunch is served at one of the houses.
Tour of the Movie Studios	This activity is comprised of a series of bus tours to five movie studios. At each studio the visitor is allowed to take a guided tour of the area, and often he/she can view the shooting of a real movie. The tour takes approximately four hours, and there are two each day, one in the morning and one in the afternoon. Transportation and visits are included in one price: $6.00 per person.
Trip Around the Homes of the Stars	This attraction consists of a bus trip with a tour guide around the palatial estates of the stars. The bus stops briefly at each house, whereupon the tour guide will identify the star and will allow the visitor to take photographs. Often the stars can be seen on their estate grounds.

Transportation and Guided Tour are included in one price: $4.00 per person. The tour takes approximately two hours. A tour leaves downtown Fun City every three hours.

The Great Bowl

Every week there is a rock concert at the Great Bowl, and different rock groups are scheduled. It is not possible to know in advance who is playing, but all the groups are well-known and good. The theater where the concerts are held can be reached by city bus, which costs 50¢ per person per ride.

Tickets for the rock concert are $3.00 per person.

Fun City Symphony

The Symphony presents programs of classical music, playing works of such composers as Bach, Beethoven, Mozart, Chopin, and Stravinsky. The city bus goes to Symphony Hall, at a cost of 50¢ per person per ride.

Tickets for the Symphony are $5.00 per person.

The Fun City Recreation Department

Jan Lorenzo is the director of the Fun City Recreation Department, whose responsibility it is to publicize the many recreational facilities and activities available in the area. Jan must be prepared to give a capsule description of each of the activities, the location of each facility, the available transportation, and costs.

The following are some of the attractions most requested by tourists:

Public Golf Course	Located in the southwest corner of the city, a short bus ride from the downtown area, this nine-hole course is available to the public. It requires two hours to play nine holes. Transportation: $.50 Fee – one round: $5.00 Total: $5.50/per person
Public Tennis Courts	Located a short walk from the downtown area, the courts are available to the public and may be reserved for one hour at a time. Tennis racquets and balls are available for rent. Fee (one hour): $1.00 Rental (racquet and three balls): $.50 Total: $1.50/per person/per hour
Public Pool	Located a short bus ride from the downtown area, the pool is open to the public. Towels and chairs may be rented. Transportation: $.50 Fee (Swim all day): free Rental of towel/chair: $1.00 Total: $1.50
Day at the Beach	Going to the beach is a much enjoyed activity for many tourists. Transportation round-trip downtown is $3.00.
Public Bowling Lanes	Located a short walk from the downtown area, the bowling facility is open to the public. Shoes and balls may be rented. Fee: Bowl either all morning or all afternoon for $5.00/per person. Rental of shoes included.
Race Track	Located an hour's ride from the center of the city, the Track holds races nightly from 7 p.m. to 11 p.m. Transportation fee: $5.00 round trip/per person.
Ski Club	The Ski Club runs ski trips twice a week and each weekend to the mountains about three hours' drive from Fun City. The fee includes transportation, rental of skis and boots, and one meal. Fee: $55.00 per person/per day

Amusement Land

This is located in a nearby town, a short plane ride or bus ride from Fun City. It is a huge entertainment facility designed around different "Lands," e.g., Animal Land. It offers so much for a tourist that it is advisable to spend at least one whole day there.

Transportation: Bus – $7.50 each way
Plane – $12.00 each way

Entrance fee: $2.50 for adult
$1.50 for children under 12

TRAVEL AGENT PROFILE

Travel Agents

1. Attached are four forms for your use:
   - Form #1 – is for keeping track of information obtained about food services in Fun City.
   - Form #2 – is for keeping track of information obtained about lodging facilities in Fun City.
   - Form #3 – is for keeping track of entertainment and recreation activities in Fun City.
   - Form #4 – is for outlining your decisions about food services, lodging, and entertainment and recreation activities for your client.
2. The first step is for you to consult with your client (assigned by your teacher) to find out how he, she, or they would like to spend their time in Fun City. At this meeting, you will be interested in such things as:
   - personal characteristics of client (e.g., age, likes to be with people, etc.)
   - recreational and entertainment interests of client (e.g., zoos, amusement parks, sports, etc.)
   - preferences for type of hotels and restaurants (e.g., privacy, near location to the city or beach, etc.)
   - financial resources of client (i.e., approximately how much they wish to spend on hotel, food, and entertainment).
3. After you have obtained the necessary information from your client, you will then meet with various hospitality and recreation services in Fun City. The purposes of these meetings will be:

   a) to determine the nature and costs of services provided by these hospitality and recreation businesses and attractions in Fun City

   in order that you can

   b) choose the facility and services most appropriate for your client.

   The Hospitality and Recreation stations you will be meeting with are:
   - Hotel Snore
   - Sleepy Time Motel
   - The Hollow Restaurant at Hotel Snore
   - Big Cheese Restaurant
   - Fun City Cultural Board
   - Fun City Recreation Department

   Your teacher will assign you times to meet with these people.

Form #1 for Travel Agents:

FOOD SERVICES

BIG CHEESE RESTAURANT	The Hollow at Hotel Snore
Type of Food: _____	_____
_____	_____
Range of Menu: _____	_____
_____	_____
Type of Atmosphere: _____	_____
_____	_____
Expensive or Inexpensive: _____	_____
_____	_____
Location (e.g. near hotel) _____	_____

Form#2 for Travel Agents:

LODGING

Location: _____

_____

Rate (how much it costs each night): _____

Style (family-style; large hotel; etc.): _____

_____

Extra Benefits, if any: _____

_____

_____

_____

Sleepy-Time Motel

_____

_____

_____

_____

_____

_____

_____

_____

FORM #3 FOR TRAVEL AGENTS

Entertainment and Recreation in Fun City

In your interviews with the Cultural Board and the Recreation Department, you should be able to identify a wide range of entertainment and recreation services in Fun City. Use this form as a way of keeping track of these activities for your client.

Services Identified Through Cultural Board:

Name	Nature of Service (e.g., amusement park, museum, tour, etc.)	Approximate cost	Do you think your client would like it?
1.			
2.			
3.			
4.			
5.			

Services Identified Through Recreation Department:

Name	Nature of Service (e.g., amusement park, museum, tour, etc.)	Approximate cost	Do you think your client would like it?
1.			
2.			
3.			
4.			
5.			

FORM #4 FOR TRAVEL AGENTS

Vacation Plan

On this form, indicate the recommendations you wish to make to your client, and briefly indicate why you have made these choices–e.g., hotel near a beach, and client wants to do a lot of swimming.

RECOMMENDATION	REASONS
Hotel: _____	_____ _____ _____ _____
Food Services: _____ _____	_____ _____ _____ _____
Entertainment/Recreation Activities: _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____

UNIT IV: LEISURE THEN AND NOW

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. What Was Leisure Like Then?	
Research leisure activities of the past.	Information sheet: "Leisure Then and Now" Instructions and report topics
B. The Year 2000	
Predict leisure activities of the future.	Instructions and list of questions
C. Community Interviews	
I. Community Inventory	
Identify hospitality and recreation services in your community.	Instructions and inventory form
II. What Do We Need?	
Assess the need for hospitality and recreation services among your family and friends.	Interview forms
III. Community Needs.	
Interview local officials about community needs for leisure services.	Interview forms
D. Planning a Leisure Facility	
Identify the factors involved in planning leisure facilities: design, services, personnel, etc.	

ACTIVITY A. What Was Leisure Like Then?

LEISURE THEN AND NOW

Although leisure, in modern society, is viewed by most Americans as an important aspect of one's life, this has not always been the case in our society.

During the Colonial Period of this country, people believed in the Puritan Ethic. This view of life saw most leisure activities as something less than good. As a matter of fact, laws during that period actually prohibited certain leisure activities. During the Industrial Revolution, the Puritan Ethic was even stronger. It was through work that Americans were able to contribute to the growth and "success" of this nation. Leisure was viewed as the opposite of work, and therefore, something which was bad for the total society.

Over time, the attitudes towards leisure began to change. During the latter half of the 19th Century, national, state and municipal parks were established by law, and Americans began attending the theater.[1]

Interestingly, reviewing attitudes towards leisure from times before the beginning of America, it can be seen that attitudes have not always been opposed to the use of leisure time. In ancient Greece, Aristotle stated: "the capacity to use leisure rightly is the basis of the free man's whole life."[2]

The definition of leisure by scholars in our society gives some idea of how it is presently viewed. Sociologists, psychologists and recreationists interpret leisure and its activities as a method and means for developing human capabilities, self-worth and self-identification. These viewpoints suggest that leisure, in modern society, includes a certain freedom of mind, self-imposed behavior, and means for developing personal capabilities.

To meet the growing demand for leisure activities in our society, many hospitality and recreation businesses have emerged. The number and nature of these activities have significantly expanded over the years. Also, different and more varied types of leisure activities have emerged for the average American—e.g., many more Americans currently participate in the game of tennis, previously a game for only the wealthy.

The number and nature of these businesses may vary from community to community. However, every community offers some hospitality and recreation services.

1. Richard Kraus, *Recreation and Leisure in Modern Society* (New York: Meredith Co., 1971).
2. Sebastian de Grazia, *Of Time, Work and Leisure* (New York: The Twentieth Century Fund, 1962).

ACTIVITY A. What was Leisure Like Then?

Instructions

For this activity, you will be doing a report on a leisure activity during a certain period in history. Select from the listing below, the topic that you would like to learn more about:

- The first tennis game; or first basketball game
- Paul Robeson
- History of the Girl Scouts
- History of the Appalachian Trail
- Walt Disney
- The first zoo in the United States
- The origin of the American Rodeo
- Amelia Earhart
- The National Park System: how it started
- The first Olympic games
- Scott Joplin
- The Sierra Club
- The history of the Little League
- Jesse Owens
- The origin of the Kentucky Derby
- Sarah Bernhardt
- The history of a local
  - historical site
  - nature sanctuary
  - museum
  - hero
  - park
  - zoo

NOTE: If you have a suggestion for another topic which you would like to research instead of one on the list above, check with your teacher for permission.

Suggestions for your report

1. Consult an encyclopedia about your topic. Your teacher will give you ideas for related topics in the encyclopedia, if you need them.
2. You may want to look in other books for more information on your topic. Ask your teacher for suggestions.
3. It would be helpful to find some general information about the era you are doing your report on. For example, Scott Joplin wrote his ragtime music in the late nineteenth century and the early twentieth century. What did people wear then? Did they spend long hours working? Did most people live in cities or the country? Was music very popular then? What kinds of music?
4. You will present the results of your research to the rest of the class. This presentation can be in the form of an illustration drawn by you, or pictures from books which illustrate your information, or a 2-3 minute oral presentation to the class.

ACTIVITY B. The Year 2000

Instructions (Part I: What will life be like in the year 2000?)

Over the past few days, you have examined how attitudes towards leisure and uses of leisure time have changed over the years. Now, you are to predict (based upon what you know about the past and the present) how you think leisure will be viewed and used in the future—the year 2000.

To do this, you and your team members will use your imaginations and come to agreement on each of the following questions. There is no right or wrong answer to these questions. Some of these things may even stay the same between now and the year 2000.

Discuss and agree upon each of the following questions:

1. What do you think the work day in the year 2000 will be like? 7 a.m. to 7 p.m.; 10 a.m. to 2 p.m.; something else? How many work days per week?
2. What do you think clothes will be like in the year 2000? Will there be any differences in the way women dress and the way men dress?
3. What do you think food in the year 2000 will be like? Food as we know it today; pills; seeds; something else?
4. How will people shop for their food and clothing in the year 2000?
5. What will people's homes look like in the year 2000?
6. How will business be run in the year 2000? As we know it today? By robots? Fewer people and more computers? Something else?

Instructions (Part II: What will leisure be like in the year 2000?)

Now that you and your team have decided what life in the year 2000 may be like, think about how these developments will affect people's use of leisure time. For example, if you think everyone will wear clothes made of stiff metal, like the Tin Man in the "Wizard of Oz", we won't be seeing much baseball and football then!

Discuss and agree on the following questions:

1. Based upon the typical work day in the year 2000, how much leisure time do you think people will have?
2. Do you think that the way business will be operated in the year 2000 will affect the amount of leisure time people will have?
3. Will the way in which people will shop for food and clothing affect the use of leisure time?
4. Will the dress or type of food eaten affect the use of leisure time? If yes, how?
5. Will more or fewer people be working in the year 2000 than now? Why do you think so?
6. How, if at all, do you think attitudes towards leisure will be different in the year 2000?
   - Will people consider use of leisure as something good or bad?
   - Will people consider leisure more important than work?
   - Will people be more concerned with using leisure for physical activities or intellectual ones?
   - Will leisure be a part of the work day—for example, will businesses have activities and time set aside for their employees to participate in leisure activities?

ACTIVITY C. Community Interviews

I. Community Inventory

Instructions

Think of some examples of each kind of hospitality and recreation business listed below. (How many of your town's restaurants can you name?).

Then check off the items in the "description" column which you think describe those businesses best. You may not know all the answers to the items in the "description" column, but your classmates can help you.

BUSINESS	DESCRIPTIONS
Restaurants	– Most are located in downtown area. – They are located in equal numbers around the community. – Most are inexpensive, fast food places. – Most are expensive places where meals take a long time. – Most serve very few people at one sitting. – Most are medium sized. – Most serve a great many people at one sitting.
Hotels	– Most are located in downtown area. – Most are located near tourist attractions. – Most have a restaurant in them. – Most are small hotels. – Most are large hotels.
Entertainment Services	– Most are located downtown. – Most are for very few people. – Most are for a great many people.
Recreational Services	– Most are free to the public. – Most have an admission price. – Most are located in one central area of your community. – Most require membership.
Travel Bureaus	– Most are located near shopping districts. – Most are small offices of fewer than five people. – Most are large offices of more than five people.
Sports Centers	– Most are small, having seats for fewer than 1,000 persons. – Most are large, having seats for more than 1,000 persons.
Cultural Services	– Most are located downtown. – Most are spread throughout the community.

II. What Do We Need?

With these interview forms as guides, you are to conduct two interviews. One interview should be with an adult—either one of your parents, or some other adult. The other interview should be with a younger person such as a brother or sister, or a friend who is not in this class.

You should explain to the person you are interviewing that the purpose of this interview is to determine ways in which people use their leisure time.

A Younger Person's Demand for Hospitality and Recreation Services

_____ Name of Student

_____ Name of Person Being Interviewed

_____ Age of Person Being Interviewed

1. How many hours are you in school each day? _____

2. Do you have to do school work in the evenings? _____

   If yes, about how much time each evening do you spend on your school work? _____

3. Are you involved in any classes which are not part of school—such as piano lessons, dance classes, etc.? _____

   If yes, how much time in the evening do you spend on preparing for this class? _____

   Do you consider this part of your "work" time or part of your "leisure" time? _____
   _____

4. In the evenings after school, how do you spend your time? _____
   _____
   _____
   _____

5. How do you spend your time on weekends? _____
   _____
   _____

6. How do you spend your vacations? _____

_____

_____

7. Do you try to mix physical leisure activities with non-physical leisure activities?

_____ yes _____ no

8. Do you ever travel to another town or city to participate in the leisure activities you like?

_____ yes _____ no

If yes, which leisure services? _____

_____

_____

_____

9. If you had the time or a way to get there, would you travel to another town or city for leisure services which are not available in our community?

_____ yes _____ no

If yes, which leisure services? _____

_____

_____

10. Are there any leisure services in our community which you would like to see more of—for example, would you like more restaurants, or tennis courts, etc.?

_____ yes _____ no

If yes, which leisure services? _____

_____

_____

_____

An Adult's Demand for Hospitality and Recreation Services

_____ Name of Student

_____ Name of Person Being Interviewed

1. How many hours are you at work each day? _____

2. Do you have to work in the evenings? _____

   If yes, about how much time each evening do you spend on your work? _____

3. Are you involved in any classes which are not part of work, such as adult education classes?

   _____

   If yes, how much time in the evening do you spend on preparing for this class? _____

   Do you consider this part of your "work" time or part of your "leisure" time? _____

4. In the evenings after work, how do you spend your time? _____

   _____

   _____

5. How do you spend your time on weekends? _____

   _____

   _____

6. How do you spend your vacations? _____

   _____

   _____

7. Do you try to mix physical leisure activities with non-physical leisure activities?

   _____ yes _____ no

8. Do you ever travel to another town or city to participate in the leisure activities you like?

   _____ yes _____ no

   If yes, which leisure services? _____

   _____

   _____

9. If you had the time or means of transportation, would you travel to another town or city for leisure services which are not available in our community?

_____ yes _____ no

If yes, which leisure services? _____

_____

_____

10. Are there any leisure services in our community which you would like to see more of—for example, would you like more restaurants, or tennis courts, etc.?

_____ yes _____ no

If yes, which leisure services? _____

_____

_____

III. Community Needs

Instructions

In this activity, you will interview persons in the community to get more information on the need for additional hospitality and recreation services. This interview is divided into two parts: Public Officials and Business Persons.

The Public Officials you can interview are persons at the Chamber of Commerce, Tourist Bureau, Recreation Department, or elected officials.

Business persons include any owner or manager of a hospitality and recreation business such as a hotel, restaurant, movie house, etc.

Explain to persons you interview that you are conducting a study for your class on the uses and needs for leisure services in your community.

Public Officials

_____ Job Title

1. Do many people in the community come to you for information about recreational activities?

   _____

   If yes, which activities do they ask about most?

   _____ Hotels
   _____ Restaurants
   _____ Entertainment (movies, theaters, night clubs, etc.)
   _____ Beaches
   _____ Tourist Attractions
   _____ Tourist Attractions for Children
   _____ Sporting Events
   _____ Other, Explain: _____

2. Do many visitors in the community come to you for information about recreational activities?

   _____

   If yes, which activities do they ask about most?

   _____ Hotels
   _____ Restaurants
   _____ Entertainment (movies, theaters, night clubs, etc.)

_____ Beaches

_____ Local Tourist Attractions

_____ Tourist Attractions for Children

_____ Sporting Events

_____ Other, Explain: _____

3. Do you get requests for information more in one season than another?

_____ yes _____ no

When? _____

4. According to the questions people ask about recreational activities in our community, do you think there is a need for some recreational activity that is not available?

_____ yes _____ no

What? _____

Business Persons

_____ Type of Business

1. How many customers can you serve at one time?_____

2. Do you ever have to turn customers away?

   _____ yes _____ no

   If yes, how often does this happen?_____

3. How would you describe your typical customer (age, families vs. business persons, etc.)

_____

_____

_____

_____

_____

4. How would you describe the nature and services of your business?

_____

_____

_____

_____

_____

5. Do your customers ever have to wait in line for your services?

   _____ yes _____ no

   If yes, how many people are usually in line? _____

6. Do your customers ever request services in addition to those you provide?

   _____ yes _____ no

   If yes, what services do they request?

_____

_____

_____

_____

_____

7. Have you ever given thought to opening another business which provides leisure services?

_____ yes _____ no

If yes, what type of business?

_____

_____

_____

8. Do you think there is a need in our community for a type of recreational business that is not available?

_____ yes _____ no

If yes, which one(s), and why?

_____ _____

_____

_____

_____

_____ _____

_____

_____

_____

UNIT V: WHAT DO YOU NEED TO KNOW?

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Communicating	
I. Welcome to the Camp	
Analyze the content of a speech as appropriate to certain groups.	Instructions, script, and questions.
II. The Diagram Game	
Practice communication skills in following the directions of another class member.	Demonstrator instructions.
III. What Should I Say Now?	
Use decision-making skills in hypothetical situations faced by hospitality and recreation employees.	Instructions and five case studies
B. Managing Money	
Practice money management skills as hypothetical hospitality and recreation employee.	Instructions, three case studies, forms and questions.
C. Keeping Records	
I. Campground Reservations	
Practice recordkeeping skills in filling out reservation forms and charts.	Instructions and role description Chart A Forms 1 and 2—five of each
II. Ping-Pong Tournament	
Keep records on a hypothetical sports tournament.	Instructions and role description Schedule 1 Notification Forms

ACTIVITY A. Communicating

I. Welcome to the Camp

Instructions

Some hospitality and recreation occupations involve giving tours to groups of people. For example, a tour guide in a museum leads tours of the museum exhibits for visitors. Frequently, other employees in Hospitality and Recreation give tours of their facilities to prospective customers or visitors. In this story, "Welcome to the Camp," Michael is giving a tour of Fairhaven Summer Camp to a group of parents who are considering sending their children to Fairhaven. At the conclusion of the story there are several questions.

Michael's Speech

Welcome to the camp. I think you'll like it here. My name is Michael and I'm the new director this year. If you want to find a camp that will really please your children, just follow me as I give you a brief tour of Fairhaven Summer Camp.

If your children are interested in arts and crafts, I think you will be impressed with our new arts and crafts building. We have three kilns, four potters' wheels, and a wide variety of activities ranging from leather-crafting to macrame. Each camper takes arts and crafts for two hours each week and can go into the building during free time as long as there is an arts and crafts specialist inside. On display are several of the belts that campers made last year. One of those shown won first prize in the state competition. Can you figure out which one?

Next stop on our tour is one of the cabins. Each heated cabin has a lavatory and houses sixteen campers. As you will notice, each camper is provided with a bed, boxspring and mattress, a bureau, and a mirror. Try out the beds. You'll see that they are sturdy and comfortable. We are proud of the condition of the cabins. They do not look like this when the campers are here. They look better! Campers are expected to keep the cabins neat and clean, and many of the campers bring colorful blankets and decorations which make the cabins attractive.

Over to our right are the camp athletic fields; four clay tennis courts, three baseball and softball diamonds, one football-soccer field, and two basketball courts. All of the athletic counselors are on their college's athletic teams, and they are excellent instructors.

Now we are heading toward the waterfront. The camp is located on beautiful Lake Heron. All of our waterfront counselors are certified Red Cross instructors and possess the Water Safety Instructor award. The waterfront is supervised by instructors during the day and at night, and this gate closes so that unsupervised campers cannot enter the waterfront area. Daily swimming instruction is offered to all campers, ranging from beginners to senior life savers. In addition, we have six canoes and six rowboats for the campers to use.

Every year, we have a competition when the camp is divided into the Fairs and the Havens. Campers compete in team sports, individual sports, arts and crafts, swimming, and dramatics. It's a real hectic week, but an enjoyable one that the campers never forget. Speaking of dramatics, let's walk up toward the recreation center.

Here we are. As you can see, we have an indoor basketball court and stands to accommodate over 200 spectators. Each year we present a camp play here during the month of August. Last year we presented *Funny Girl* and many of the counselors were surprised at the number of budding actors and

actresses we have here at Fairhaven. Across the way, you can see our Dining Hall. It can accommodate all 200 campers at one time, and we think the food is excellent. We have a full-time dietician who plans the menus and supervises the kitchen help. Let's all go over and try it out, and then I will answer any questions that you have about the camp.

Questions

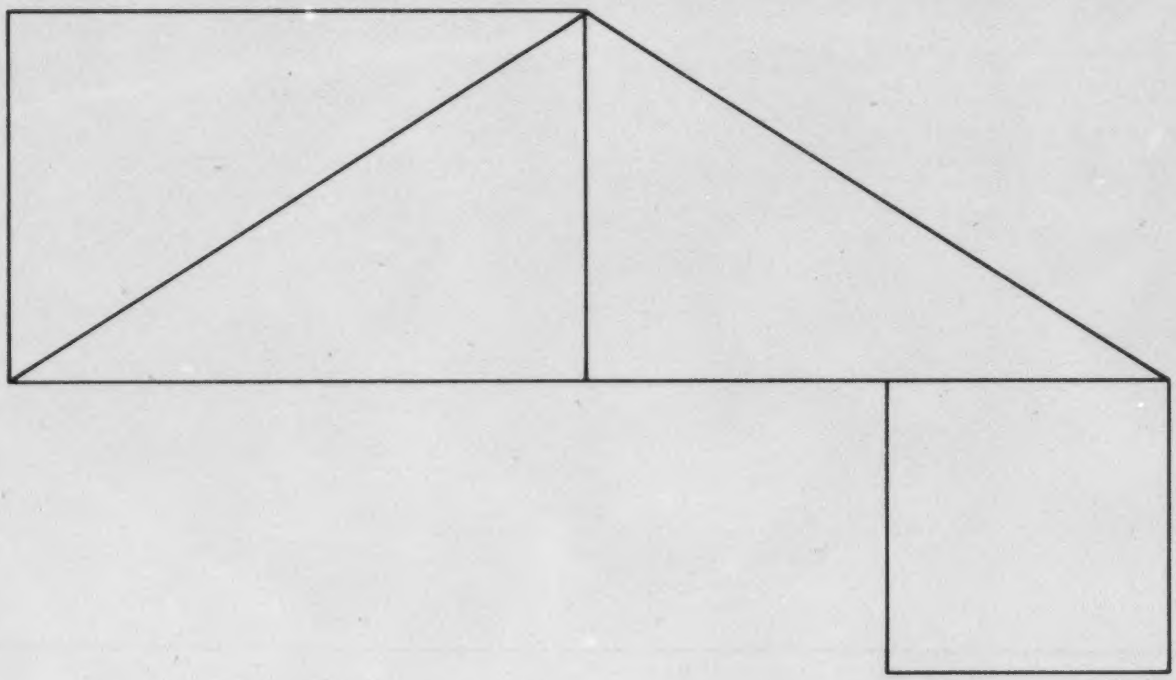
1. Michael has provided the parents of prospective campers with an overview of what Fairhaven Summer Camp is like. He has tried to consider the interests of the audience in his presentation. Can you think of anything else that the parents of campers would like to know?
2. If Michael were giving the tour to a group of prospective campers, what else do you think the campers would be interested in knowing that Johnny has not included in the speech for the parents?
3. Michael has shown the parents the facilities of the camp. If Michael were showing the camp to the town health inspector, what would he add to his presentation about each facility?
4. If Michael were showing a group of new counselors around the camp, what would he add to his tour of the camp?
5. Sometimes, summer camps are used during the winter by conference groups. If Michael were showing a group of people around who were considering having their winter conference at Fairhaven, what would he not tell them and what would he be stressing in his talk?

II. The Diagram Game

Instructions to Demonstrator

You are to describe this diagram to the rest of the class. The class will try to duplicate this diagram through your instructions. Take a few minutes before you begin to think about the best way to describe it to the other students.

The class is not to ask you any questions.



III. What Should I Say Now?

Instructions

Hospitality and recreation employees often have to use communication skills in explaining policies or refusing service to a consumer. The way they choose to answer a question or respond to a situation makes a big difference. You and your team members should read each case, and then select the most appropriate response at the end of the case.

After you have completed each of the five case studies, you will have an opportunity to discuss your responses with the rest of the class.

First Case

David Ambler is the manager of Maison Chanteuse, an elegant French restaurant. Dinner at Maison Chanteuse is served from 6:00–10:00 P.M. each evening. The restaurant closes at 11:00 P.M. in order to allow all customers to finish their meals. On one particularly busy day, the restaurant has been filled to capacity and the cooks and waiters have worked very hard. At about 10:30 P.M., a couple enters the restaurant and requests a table for dinner. What should David do?

1. Seat the couple for dinner and ask the cooks and waiter to stay late to accommodate them.
2. Politely inform the couple that the restaurant stops serving dinner at 10:00 and that, therefore, they cannot be served.
3. Politely inform the couple that the restaurant stops serving at 10:00 P.M., and suggest another restaurant which is still serving.
4. Politely inform them that the restaurant stopped serving at 10:00 P.M. and invite them to come back another evening.
5. Tell the couple to leave the restaurant immediately since it is almost closing time.
6. Tell the couple that they should have eaten earlier because the restaurant is closing soon.

Second Case

Gerry Howard is employed as the only sailing instructor at the Lincoln Resort Hotel. As a sailing instructor, Gerry provides group and individual instruction to the guests of the hotel, who are given free sailing instruction as compliments of the hotel. Gerry likes to give lessons to people who have had previous experience, since he can go sailing with them and give minor suggestions on technique. He does not like giving lessons to beginners, since it involves teaching the basics of sailing on the dock and does not give him a chance to go sailing. At 9:00 A.M. on a sunny, calm morning, David Friden comes up to the dock, introduces himself and informs Gerry that he has never sailed before, and would like to learn how to sail. What should David say?

1. "I would be glad to teach you how to sail."
2. "I guess so."
3. "I honestly do not like teaching beginners and it might be better if you went somewhere else to learn how to sail."
4. "I have heard that it is going to be windy today and it might be better if we waited until another day."

Third Case

Raoul Saturo is employed as the assistant manager of Sherwood Forest, a large amusement park, where all of the rides are patterned after some aspect of the story of Robin Hood. Raoul is in charge of hiring and supervising all of the personnel who operate the amusement park. In addition he is responsible for arranging all of the group visits to the amusement park. Frequently, after both group and individual visits Raoul receives mail from the people who visited the amusement park indicating which rides they liked and did not like. Sometimes people drop by his office or personally tell him how they enjoyed the amusements. As Raoul is walking through the amusement park, he is recognized by one of the visitors. The visitor wants to complain about one of the rides which he feels was not enjoyable at all. Raoul is in the middle of giving a tour of the amusement park to some new employees. What should Raoul do?

1. Tell the visitor to write a letter describing why he did not enjoy the ride.
2. Ask the tour group to look at something else for a moment while he talks to the visitor.
3. Tell the visitor that he is in the middle of a tour but would be glad to talk with him later.
4. Let the visitor explain why he didn't enjoy the ride.

Fourth Case

Pamela Judd is a promoter of rock concerts on college campuses and has produced several concerts at State University. She is presently at State University for the concert by "Fringe". The concert is scheduled to begin shortly, but the members of "Fringe" are still eating dinner and are not ready for the concert. If the concert is not presented on time, Pamela is concerned that State University Administrators and students will lose confidence in her ability to manage concerts. However, she is also concerned that if she makes the members of "Fringe" hurry, they will get angry and not put on the concert at all or not let Pamela schedule them for concerts at other schools. What should Pamela say to "Fringe"?

1. 'The concert is going to start very soon, and it's important to be there on time."
2. "Hurry up!"
3. "Don't rush through your dinner. We'll wait."
4. 'If this concert doesn't start on time, you'll be in big trouble."
5. 'If this concert doesn't start on time, I'll be in big trouble."

Fifth Case

Daryl Nason works as an exhibit manager at LaFonte Museum. As an exhibit manager, he is responsible for providing information to the public about the sculptures in his exhibit area. He also is responsible for providing information to the public about the sculptures in his exhibit area. He also is responsible for maintaining the exhibit. Since many of the sculptures are fragile, it is important that people do not touch them or run around in the exhibit area. Each day, approximately 500 individuals come through the exhibit area and Daryl provides the visitors with information about the sculptures. Sometimes, when groups of elementary school children come through the exhibit, one or two of the children touch the sculptures and then, before he knows it, all of the children are touching the sculptures. he is concerned that one of them will break if he continues to allow them to touch the sculptures. What should Daryl do?

1. Put up a sign that says "do not touch the sculptures."
2. At the beginning of the talk, explain that the sculptures are very fragile and should not be touched.
3. Not say anything at the beginning of his presentation; but, if he notices anyone touching the sculpture, tell him/her not to touch the sculptures.
4. Not say anything until he notices that a lot of people are touching the sculptures.
5. Tell everyone to leave the area when he notices that a lot of people are touching the sculptures.

ACTIVITY B. Managing Money

Instructions

Accurate handling of money is important in many hospitality and recreation occupations. To do this, you must know how to make change and how to keep records of the money you are handling.

The three cases that follow will give you some practice in managing money. Each case describes someone whose job requires him or her to work with money. Read each case and fill out the forms according to the information in the description.

Case #1: Sal DeToro

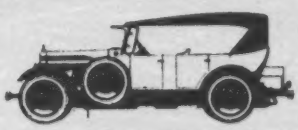
Sal DeToro is the assistant manager of the Rolls Royce Restaurant. At the end of each day's business, Sal presses a key on the cash register which indicates how much money was taken in during the day. Sal completes a form which indicates how much money *should be* in the cash register and how much money *actually is* in the register. There may be a difference between these amounts for a variety of reasons, including incorrect change given to customers. When there is less money than there should be, this is called a shortage. When there is more money than there should be, this is called an overage. The completed cash register tally for April 12 is shown here:

Cash Drawer Report	April 12
Cash Register Reading:	$204.82
Amount in Drawer:	$204.80
Over / (Short) (circle one)	.02

Sal then completes a form, called a deposit slip, indicating the amount of money to be deposited in the bank. Sal keeps one copy of the deposit slip and then puts another copy with the money into a safe deposit bag, locks the bag, and deposits it in the bank, using a key to open the night deposit chute.

Complete the deposit slip (below) including the two checks and the money in the cash drawer. List each check separately, indicating the bank check number in the upper right corner of each check.

DEPOSITED BY



ROLLS ROYCE RESTAURANT

Date _____ 19 ____

Please List Each Check Separately

	Dollars	Cents
CURRENCY		
COIN		
CHECKS		
TOTAL		

CENTRAL NATIONAL BANK

Below are two checks which Sal will deposit on April 12. In addition to these checks, Sal deposits $2.30 in coin and the rest in currency.

VINCENT PRINCE NO. 102 23-105/1020

PAY 4 April 19 7

TO THE ORDER OF Rolls Royce Restaurant $ 12.00

Twelve and xx/100 ---------- DOLLARS

JANET LEE NO. 512 23-105/1020

PAY April 12 19 7

TO THE ORDER OF Rolls Royce Restaurant $ 8.50

Eight and 50/100 ---------- DOLLARS

Questions

1. When Sal completes the deposit slip, he retains one copy of the slip. Why does he keep one copy?
2. When Sal lists the checks for deposit, he indicates the check number. Why is this necessary?
3. In addition to incorrect changemaking, what else may account for an overage or shortage in the cash register?
4. Why does Sal make a deposit each evening? Are there some instances when a more frequent or less frequent deposit should be made?
5. In addition to money management, what other responsibilities might an assistant manager of a restaurant have?

Case #2: Doreen Steeves

Doreen Steeves is the cashier at Fontaine Resort Hotel. When guests check out of the hotel, they pay Doreen for their room and food charges. The guests use a variety of methods of payment; cash, charge card, traveler's checks, and foreign currency. The hotel has established certain procedures for Doreen to follow for each of these methods of payment.

When a guest is checking out, Doreen takes out the bill for the guest and shows the bill to the guest to make sure that all charges are properly recorded. The guest then pays the bill.

If the guest pays in cash, Doreen recites the amount of the bill and the amount of money provided by the guest (for example, $35.82 out of $40) and places the money tendered above the cash drawer. She then takes out the change from the cash drawer counting up from $35.82 to $40.00 (i.e., $35.83, 84, 85, 90, $36, 37, 38, 39, 40). She always takes the smallest denomination of currency out of the drawer first, takes out the appropriate number of coins and then goes on to the next section of the coin drawer.

When a guest pays with a charge card, Doreen must complete a charge form similar to the one in Figure 1. On the form, Doreen indicates the amount of the guest's bill, the date and her initials. She then puts the guest's card in an imprinter which imprints the name of the guest, the charge card number, and the name of the hotel. The guest signs the charge slip, Doreen checks the signature, and then returns the charge card and a copy of the sales slip to the customer. Figure 2 shows a completed charge slip for a guest with a bill of $81.12.

Figure 1: Charge Cards

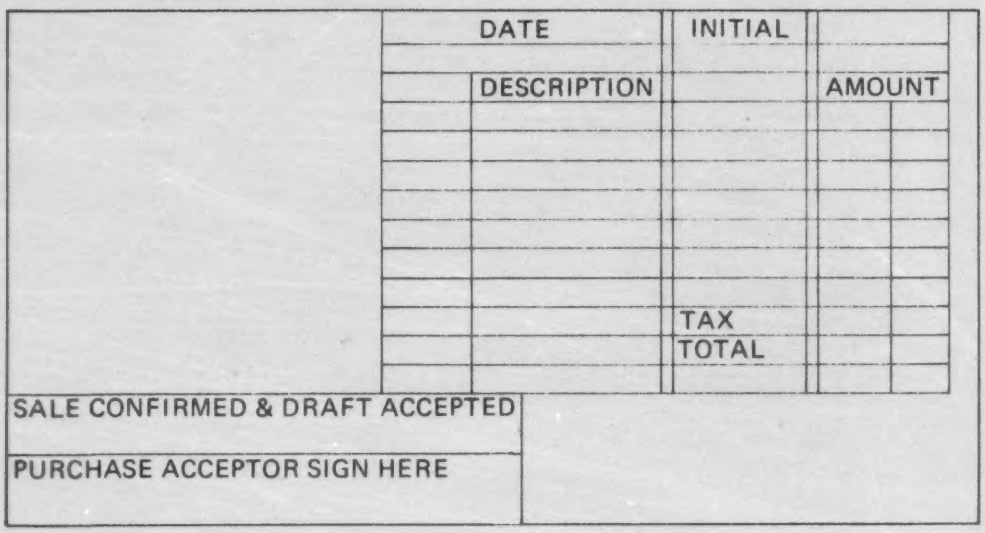


Figure 2

WALTER THOMPSON
012 38 539

Fontaine Resort Hotel

DATE		INITIAL		
April 13, 197		DS		
	DESCRIPTION		AMOUNT	
			81	12
		TAX		
		TOTAL	81	12
	AUTHORIZATION CODE			

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

When a guest pays in a foreign currency, Doreen must look at a conversion table which indicates the value in U.S. dollars of various foreign currencies which are accepted by the hotel. A sample of a conversion table is shown in Figure 3. When a guest gives Doreen a 100 franc note, she looks at the chart and determines that a 100 franc note is worth $24.00. She then gives the guest change as if the guest had tendered $24.00.

Foreign	U.S.
100 francs	$24.00
1 British Pound	$ 2.05

Figure 3. Conversion Table

When a guest pays with a traveler's check, Doreen makes sure that the guest signs the traveler's check in the same manner in which he or she initially signed the check at his bank. Doreen then gives the guest change as if the guest had tendered cash payment.

On July 25, the following guests came to pay their bills at Doreen's counter. The guests paid for their bills in a variety of ways. In the space indicated below, indicate the amount of change which Doreen should give each guest. For those guests who pay by charge card, complete the charge slip for the guest, using the forms below.

Richard Johnson has a bill of $35.82 and pays with two twenty dollar bills. Amount of change_____.

Gerald Clayman has a bill of $40.05 and pays with one fifty dollar bill. Amount of change_____.

Daryl Smythe has a bill of $51.00 and pays with a British 50 pound note. Amount of change_____.

Arnold Brown has a bill of $42.00 and pays with a charge card. Amount of change_____.

Victoria Zinck has a bill of $89.00 and pays with a charge card. Amount of change_____.

	DATE		INITIAL		
	DESCRIPTION			AMOUNT	
			TAX		
			TOTAL		

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

	DATE		INITIAL		
	DESCRIPTION			AMOUNT	
			TAX		
			TOTAL		

SALE CONFIRMED & DRAFT ACCEPTED

PURCHASE ACCEPTOR SIGN HERE

Questions

1. Why does Doreen ask the guest to look over the bill before collecting payment?
2. Why does Doreen recite the amount of the bill and the amount of money given by the guest?
3. Why does Doreen place the amount of money tendered above the cash drawer?
4. When a guest uses a charge card, why does Doreen check the signature?

Case #3: Ruth Mitchell

Ruth Mitchell is employed as the cashier in Cinema City. Ruth is responsible for selling tickets to the movies, making change and completing a tally form at the end of the day. The tally form indicates the number of tickets sold and the amount of money taken in. Ruth uses an automatic ticket dispenser which keeps count of the tickets sold, and sells tickets for two movies, one movie for $4.00 and the other movie for $3.50. Children's tickets for either movie are available for $1.00. Since a considerable amount of cash accumulates in the cashier's drawer, the manager frequently comes by the cashier's window and picks up and deposits the cash. Ruth must keep a record of the cash collected so that the total value of the tickets sold is equal to the cash in the drawer plus the amount of cash the manager picks up.

On February 7, the automatic ticket dispenser indicates that the following number of tickets were sold at each price:

150	$4.00
200	$3.50
824	$1.00

The manager had made the following pick-ups of cash:

2 P.M.	$150
7 P.M.	$300

Directions: Complete the form below.

CINEMA CITY TICKET REPORT

	No. of Tickets Sold	Cash Value
	_____ at $4.00	_____
	_____ at $3.50	_____
	_____ at $1.00	_____
(1)	**Total Cash Value of Tickets Sold**	_____
	Minus: Pick-Ups	
	Amt: _____ Time: _____	
	Amt: _____ Time: _____	
	Amt: _____ Time: _____	
	Amt: _____ Time: _____	
(2)	**Total Amount of Pick-Ups**	_____
(3)	**Cash on Hand (Subtract #2 and #1)**	_____

Questions

1. Ruth uses an automatic ticket dispenser to count and perforate the tickets sold. Are there other methods used to count tickets, e.g., in selling tickets to school functions?
2. Why is it necessary for the manager to make cash pick-ups during the day?
3. Are there other hospitality and recreation businesses where such pick-ups may be necessary?
4. Why is it necessary for Ruth to record the cash pick-ups made by the manager? Shouldn't this be the responsibility of the manager?
5. What do you think are some of the advantages of Ruth's job?

ACTIVITY C. Keeping Records

Instructions

You were introduced to money recordkeeping in the preceding exercise, and now you are asked to work with other kinds of records. Keeping careful records is often a feature of hospitality and recreation occupations, as the next two exercises show.

Read the role description, which describes a job which calls for keeping records. Following that are record keeping forms for you to complete.

I. Campground Reservations

Role Description

David Oakley operates a small campground in Davis Harbor. The campground has five sites for trailers and 10 campsites. During the busy summer months, the campground is frequently full, since many former customers make reservations in advance for their vacation camp and trailer sites. In order to keep track of reservations, David has devised a chart which indicates the date and the reservations for each site. When someone writes or calls for a reservation, David checks the chart to see if a site is available for the client and then either confirms or declines the reservation. A sample of the chart which David uses for reservations is shown below. The chart shows Mr. Frank staying the afternoon of May 4th through the afternoon of May 7th.

SAMPLE RESERVATION CHART

DATE / SITE	SUNDAY 5/4	MONDAY 5/5	TUESDAY 5/6	WEDNESDAY 5/7	THURSDAY 5/8	
TRAILER 1	Brown ←	---	--- →			
TRAILER 2						
TRAILER 3						
TRAILER 4						
TRAILER 5						
CAMP 1	←	Frank ---	---	--- →		
CAMP 2						

When there is a site available, David writes in the name of the customer on the chart and sends the customer a notice confirming the reservation (Form 1). When a reservation is declined, David sends a form (Form 2) indicating that there is no room for the dates requested but that he would welcome the visitor at another time.

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To: _____

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

_____ Campsite
_____ Trailer Site

We look forward to your stay from _____ to _____.

David Oakley

FORM 2
OAKLEY CAMPGROUND
Davis Harbor

To: _____

Thank you for contacting Oakley Campground. Unfortunately, the site(s) which you requested are not available at the time you requested. We hope that you will be able to find an alternative site and will consider staying at Oakley when you plan to visit this way again.

Sincerely,

David Oakley

Form Instructions

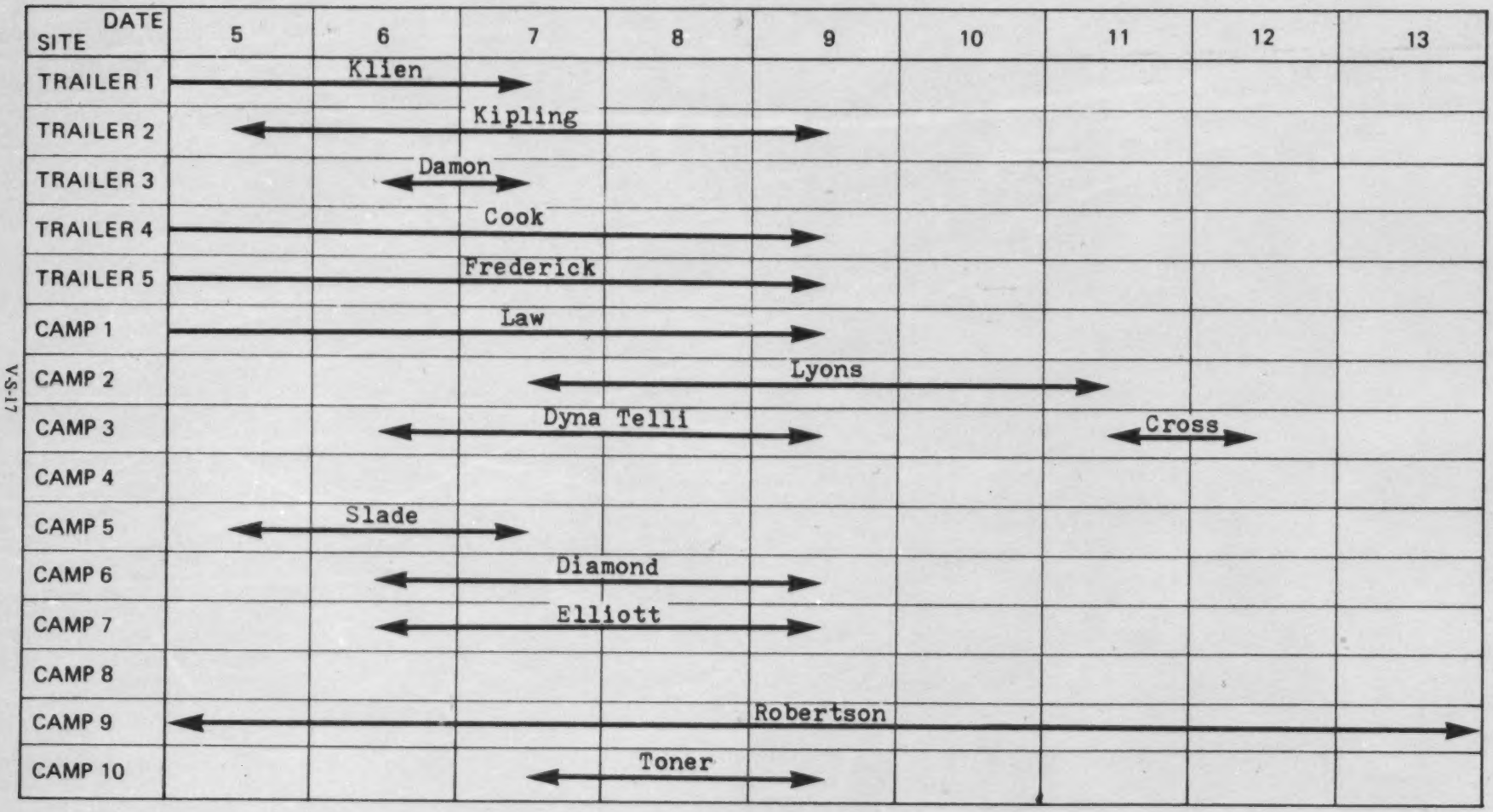
Listed below are several requests which David Oakley has received for sites at his campground. Chart A is a segment of David's Reservation Chart for the month of June. You will notice that some previous reservations have been made.

- Read each of the requests.
- Check availability of space on Chart A.
- Complete either Form 1 or 2 for each request. Your teacher will give you the number of forms you need.
- Write on Chart A the name of each guest that David can accommodate.

Reservation Requests

1. Dear David, I would like to reserve three campsites for my family, my sister-in-law's family and my boss. I would like the campsites beginning Monday, June 8th and ending on Friday, June 12th. Thank you, Randolph Gorman.
2. I would like to reserve a campsite for the evening of June 5th. Diane Cashman.
3. Please reserve one trailer site for June 9th–12th for Mr. Lee.
4. Can you accommodate my family with one campsite June 5th through June 13th? Hank Truman.
5. Dear Sir: I would like to stay at the campground on the evening of June 11th. Do you have a trailer site available? Jane Shapiro.
6. Please reserve one trailer site for my family from June 9th to June 13th. Thank you, Jeff Rumyon.

OAKLEY CAMPGROUND
DAVID OAKLEY
CHART A
Reservations for the Month of June



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FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To:_____

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_____ Campsite

_____ Trailer Site

We look forward to your stay from
to _____.

David Oakley

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Davis Harbor

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_____ Campsite

_____ Trailer Site

We look forward to your stay from
to _____.

David Oakley

FORM 2
OAKLEY CAMPGROUND
Davis Harbor

To: _____

Thank you for contacting Oakley Campground. Unfortunately, the site(s) which you requested are not available at the time you requested. We hope that you will be able to find an alternative site and will consider staying at Oakley when you plan to visit this way again.

Sincerely,

David Oakley

FORM 1
OAKLEY CAMPGROUND
Davis Harbor

To:_____

Thank you for contacting Oakley Campground. It was a pleasure to learn of your desire to stay at Oakley Campground. We are pleased to confirm your reservation for:

_____ Campsite

_____ Trailer Site

We look forward to your stay from
to _____.

David Oakley

FORM 2
OAKLEY CAMPGROUND
Davis Harbor

To: _____

Thank you for contacting Oakley Campground. Unfortunately, the site(s) which you requested are not available at the time you requested. We hope that you will be able to find an alternative site and will consider staying at Oakley when you plan to visit this way again.

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OAKLEY CAMPGROUND
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To:_____

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We look forward to your stay from
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David Oakley

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OAKLEY CAMPGROUND
Davis Harbor

To: _____

Thank you for contacting Oakley Campground. Unfortunately, the site(s) which you requested are not available at the time you requested. We hope that you will be able to find an alternative site and will consider staying at Oakley when you plan to visit this way again.

Sincerely,

David Oakley

II. Ping-Pong Tournament

Instructions

As in the previous activity, read the role description and then complete the necessary forms.

Role Description

Delia Wright is a sports activities supervisor for the Manchester Recreation Department. She is currently supervising the Junior High School Ping-Pong Tournament sponsored by the department. The tournament is an elimination competition. That is, when someone loses, he or she is eliminated from competition. Each winner of Round 1 plays another winner in Round 2. The winners in Round 2 play each other in Round 3. and so forth. If someone does not show up for the match on the scheduled date, that person is also eliminated from future competition.

Schedule 1 indicates the organization of the tournament. The names of the students participating in the tournament are indicated for Round 1. Each winner in Round 1 will play another winner in Round 2. For example, if Apple is the winner in her Round 1 match against Murphy, Delia would write Apple's name on the top line of the boxes for Round 2.

Players arrange when to play their matches and send Delia the results immediately following the match. Players complete the *Results Form* which communicates the results of their match to Delia. A sample of the *Results Form* is in this packet of materials.

In this activity, you will assume Delia's responsibilities for organizing the ping-pong tournament; you will complete Schedule 1 and the necessary *Notification Forms*. Your teacher will provide you with the *Results Forms* indicating the results of each round.

Your class will be divided into teams, and the teams will race each other to see who records the winners of each round and completes the forms accurately in the shortest time. The team which correctly completes the schedule first will be declared the winner. Your teacher will check your schedule for accuracy.

In this exercise, you will need a supply of Notification Forms, Schedule I, and the following information to complete the forms:

First Round must be played by July 15.
Second Round must be played by July 25.
Third Round must be played by August 1.
Fourth Round must be played by August 5.

Your teacher will be providing you with the results of each round. When you receive the results of each round, record the results on the schedule and complete the appropriate *Notification Forms* indicating who the winners will be playing in the next round. Bring the completed *Notification Forms* to your teacher, who will make sure they are properly completed and, will provide you with the results of the round.

Your teacher will soon provide you with the results of Round 1.

1. When you receive the results record the winners of Round 1 on the Schedule.
2. Complete *Notification Forms* notifying each Round 1 winner of the name of their opponent for Round 2.
3. Bring the completed forms to your teacher. If they are completed properly, your teacher will provide you with the results of Round 2.

4. Record the winners of Round 2 on the Schedule.
5. Complete *Notification Forms* notifying each Round 2 winner of the name of their opponent for Round 3.
6. Bring the completed forms to your teacher. If they are completed properly, your teacher will provide you with the results of Round 3.
7. Record the results of Round 3 on the Schedule.
8. Complete *Notification Forms* notifying each Round 3 winner of the name of their opponent for Round 4.
9. Repeat this process until your group records the name of the winner of the tournament on the schedule. Bring the completed schedule to the teacher.
10. The first group to bring a correctly-completed chart to the teacher will be declared the winner.

Sample Forms

RESULTS FORM

TO: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

FROM: _____ AND _____

DATE: _____

SUBJECT: Results of Ping-Pong Tournament

Our Ping-Pong Match was held on _____ and the score is as follows:

NOTIFICATION FORM

Manchester Recreation Department

TO: _____

FROM: Delia Wright, Athletic Activities Supervisor, Manchester Recreation Department

SUBJECT: Assignment for next Ping-Pong Match

Congratulations on winning your last ping-pong match. Your next match will be against . You must play this match by . Please complete the Results Form when you have finished your match. Good Luck!

Schedule 1

VS-21

UNIT VI: WORKING IN HOSPITALITY AND RECREATION

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Rock Concert	
Role-play a rock group manager and concert hall manager negotiating a concert contract.	Two role profiles.
B. Bouncing Ball	
Role-play tennis counselors ranking team applicants.	Instructions Information Sheet: "Tennis Background" Team Description Player Descriptions Bouncing Ball Chart
C. Crystal Lake Day Camp	
Practice planning skills in recreational activities role-play.	Instructions Activity Sheet Planning Chart
D. Zoos and So Forth	
Practice communication skills in role-play of recreational facility tour guide.	Instructions
E. Independent Study	
Research hospitality and recreation businesses in the community.	Information Sheet: "Overview of Hospitality and Recreation Work Environments"

ACTIVITY A. Rock Concert

Juanita Quatela: Concert Hall Manager

Instructions

In this activity, you will take the part of Juanita Quatela, concert hall manager. You want to bring the best acts to your hall for the lowest possible price. You are now meeting with Rex Right to negotiate fee, number of complimentary tickets, cancellation clause, schedule, type of music, number and length of breaks, and length of the program. You want Rex's group to play and will work hard for a good deal for the hall.

Role Profile

Juanita Quatela is the manager of the LeRoux Concert Hall in California. Juanita is responsible for booking the shows and for supervising the set-up of the concert hall. Sometimes, she is responsible for arranging the publicity for the various groups which play at the concert hall.

Juanita is quite pleased about having King play at LeRoux, but she has several problems with their contract requests. She has a policy of never paying more than $25,000 for any group. She will only pay more money if the group will guarantee a sellout. That is, she will pay them $25,000 and then give the group a bonus after the concert if all seats are sold.

Juanita has been in this business for a long time, and is pretty sure she knows what the musical taste of her community is: very modern and current. She thinks this is the only kind of concert which will be a sellout.

As for free tickets, she usually gives out 50 to 100.

Juanita has found out that Rex Right, King Group Manager, is negotiating with Great Hope to join their National Tour which might make them unavailable for the LeRoux date. Therefore, she understands why King would like a clause which would enable them to get out of the contract. She would prefer a contract which would have no cancellation rights. However, if they should have to cancel, she feels that $10,000 would be minimum compensation to cover the publicity costs, loss of good will with the public and the loss of opportunity for the booking since they could have booked another group for that date.

Juanita would prefer that the group play on a week day, since she usually reserves the weekend slots for more well-known groups.

Rex Right, King Group Manager

Instructions

In this activity, you will take the part of Rex Right, rock group manager. You want to get the best deal in terms of wages, etc. for your group, 'King'. You are now meeting with Juanita Quatela to negotiate fee, number of complimentary tickets, cancellation clause, schedule, type of music, number and length of breaks, and length of program. You want to have King play at Juanita's hall and will work hard to get them a good deal.

Role Profile

Rex Right is the agent for King. He has recently been hired by King to arrange their concerts in the United States. He wants to get the group into as many concert halls as possible and is meeting with Juanita Quatela, Concert Hall Manager, to arrange a concert at LeRoux. King is quite popular in Europe and they are just beginning to be popular in the United States. Rex would like to get $35,000 for the concert. He feels that the price is reasonable, especially considering that the group receives $50,000 per show in Europe. Since the group travels with a large following, he feels that 125 free tickets are necessary to accomodate these friends of the band. In addition, the group would like to invite a large number of officials from the embassy of Holland, the country the group is from.

As interested as Rex is in the LeRoux booking, he is also considering another, more exciting deal. Great Hope, a well-established group, may sign King to be the opening act for Hope's national tour. This tour would give King exposure to audiences in the largest concert halls in the country. Since this arrangement is still tentative, Right is trying to negotiate locations for King. In each deal he negotiates for King, he wants to put in a clause which would allow King to cancel upon payment of $5,000 to cover any expenses which the concert hall might incur in the promotion of the cancelled concert. He thinks that this amount is adequate and wants the clause to be mandatory since the Great Hope deal is so important.

Rex would like to have the group play on a weekend since they'll get greater exposure, but he doesn't feel as strongly about this as he does some of the other items.

King has made its European reputation by playing American songs of the late 1960's, set to interesting arrangements. They expect to use the same repertoire in the United States.

ACTIVITY B. Bouncing Ball

Instructions

1. In this exercise, you will be working with a group of three to four students to select, from descriptions of several tennis players, three new players for the team of the Clay Court Tennis Camp.
2. This job is usually done by the camp's tennis counselor. As you will discover, selecting a player is not a simple task.
3. Select one member of your group to take notes on your decisions and especially on your reasons for them.
4. First read the Information Sheet, "Tennis Background." Ask your teacher or other class members about unfamiliar terms.
5. Your teacher will then ask your group to read the Team and Player Descriptions and to choose team members. Use the Bouncing Ball Chart to rank players.

TENNIS BACKGROUND

Qualities to Look for in Singles and Doubles Players

For tennis players, whether in singles or doubles matches, there are several qualities that are very important. All players need a good serve and must be able to return the ball consistently. They also should have accurate placement.

Playing singles matches calls for several qualities in addition to the ones mentioned above. A singles player must run fast because he or she has to cover the whole court and sometimes has to get from one corner to the opposite corner very quickly. This player must have stamina and can't get tired too easily. Since a singles player has to cover both the backcourt and the net area, he or she must have good long shots for the backcourt and quick reflexes for the net.

Doubles players don't have to run as fast as singles players or have as much stamina, since there are two of them sharing the area that has to be covered. Also, since there are two players on the same side, a player can have a good long shot with slower reflexes or fast reflexes with a poor long shot, since generally one partner takes the backcourt area and the other takes the net area. However, it is very important for doubles players to be cooperative and to be able to communicate with each other clearly and quickly.

Tennis Terms

backcourt game: playing in the half of the court farthest from the net. This especially requires the player to have strong long shots.

backhand: for right-handed players, a shot that comes to the left of the body.

baseline: the farthest line on the court from the net. It marks the back boundary.

forehand: for right-handed players, a shot that comes to the right of the body.

net game: playing in the half of the court nearest to the net. It requires especially quick reflexes.

placement of shots: accuracy of aim, or getting the ball where you want it to go.

serve: overhead shot from behind the baseline. It puts the ball into play.

volley: a repeated exchange of shots.

Team Description

The Clay Court Tennis Camp is a very well known summer camp for teenagers who love to play tennis. Although many traditional camp activities are scheduled, the primary one is tennis. Campers are all interested in learning how to improve their game, and they come to the camp with different tennis backgrounds. Some have played for years and some are new to the game. Some have had lessons and some haven't. Some have played on tennis teams in school and some have only played informally with friends.

Campers take tennis lessons from experienced tennis counselors and do a lot of practicing against the backboard. They play many matches among themselves. There is a tennis team every summer which plays matches against tennis teams from other camps in the area.

The team consists of fourteen players, both boys and girls:

3 doubles (1 boys' doubles, 1 girls' doubles, 1 mixed doubles)	6 players
4 singles (2 boys' singles, 2 girls' singles)	4 players
1 alternative doubles (mixed)	2 players
2 alternative singles (1 boy, 1 girl)	2 players

Eleven members of last year's team have come back to camp this summer, and the tennis counselor has to replace the three who didn't. The counselor is looking for:

1 girl to play in singles matches
1 girl to play in girls' doubles
1 boy to play in mixed doubles

Five campers (3 girls and 2 boys) are trying out for the team. The counselor has watched them all play and has made some notes on each one. You will use the descriptions of the players to decide which ones should be chosen.

Player Descriptions

Name of Player: Andrea Gould

Height: 5'2"
Weight 110 lbs.
Years played tennis: 7

Counselor's observations:

Erratic serve
Accurate from baseline but doesn't like to charge the net
Excellent stamina
Strong forehand
Very fast

Counselor's comments:

She obviously loves to play but her technique is a little sloppy. It looks like she hasn't been well trained.

She never played on a team before because there is no tennis team in her school.

She's a little uncoordinated in the court.

Name of Player: Laurie Hobbes

Height: 5'5"
Weight: 130 lbs.
Years played tennis: 2

Counselor's observations:

Good at net game
Weak but accurate serve
Strong backhand
Average stamina

Counselor's comments:

She played on her school's tennis team two years ago, but since then she's only played informally.

She doesn't seem to like highly competitive situations.

She doesn't like to practice but has natural talent.

She's cooperative and friendly.

Name of Player: Cindy Wong

Height: 5'9"
Weight: 140 lbs.
Years played tennis: 3

Counselor's observations:

Powerful serve
Poor volley
Average backcourt game
Tends to run around backhand (maneuvers into forehand position)

Counselor's comments:

She has a lot of potential, but doesn't react well to coaching advice.

She has played competitive tennis before.

She has had 6 months of tennis lessons.

She is spirited and cheerful with other campers.

Name of Player: Jose Lopez

Height: 5'8"
Weight: 150 lbs.
Years played tennis: 3

Counselor's observations:

Accurate placement
Average runner
Weak backcourt game
Good at volleying

Counselor's comments:

He practices a lot to compensate for the fact that he doesn't have natural abilities as a tennis player.

He's very disciplined.

He gets along well with people.

Name of Player: Christopher O'Donnell

Height: 6'2"
Weight: 180 lbs.
Years played tennis: 8

Counselor's observations:

Strong and accurate serve
Placement of shots sometimes wild
Good poise on the court
Weak backhand

Counselor's comments:

He tends to dominate the court.

He seems to have a lot of self-confidence.

His game is inconsistent; sometimes careful, sometimes not.

BOUNCING BALL CHART

Player Characteristics	Gould	Hobbes	Wong	Lopez	O'Donnell
serve					
net game					
backcourt game					
forehand shot					
backhand shot					
placement					
volley					
running speed					
stamina					
team experience					
lessons					
attitude toward others					
willingness to improve skills					
other					

ACTIVITY C. Crystal Lake Day Camp

Instructions

1. Your teacher has divided the class into teams. Each team will play the role of recreational planners named Joanna Harris and George DiCarlo. Read the description below about the Crystal Lake Day Camp.
2. There is a large building available at Crystal Lake Day Camp which has bathrooms in it and several large rooms to use when it is raining. As for other facilities (such as tennis courts), you and your team members should decide what you'll need.
3. Your team will plan 3 days of activities for each group of campers. There are both boys and girls in each group.
4. In order to do this, first make a list of several different kinds of activities on the Activity Sheet. Write down specific games or activities that you remember doing as a child or still do. For example, some active games might be pogo stick races or frisbee; some arts and crafts activities might be making collages and puppets.
5. Each team has a Planning Chart. Complete the chart for each leader, making sure that:
   - The activities are appropriate to the weather.
   - The activities are appropriate to the age group.
   - The activities are varied (a whole day full of swimming isn't likely to be too interesting).
6. In the appropriate box, write the name of the activity and the amount of time it is supposed to take.
7. Be prepared to have one member of your team present your plan, with the reasons for it, to the class.

Crystal Lake Day Camp

Joanna Harris and George DiCarlo are camp counselors at Crystal Lake Day Camp. Joanna has been a counselor for the past two summers during vacation from college, where she is studying physical education. George is a freshman at Franklin State College where he is majoring in natural history. Before camp opened for the summer, both Joanna and George attended a one-week training program for all counselors. Each trainee was taught safety procedures, first aid training, games and activities, organization of special events, and the organization of games and activities.

At camp, Joanna is responsible for fifteen seven-year old girls and boys, and George has a group of fifteen thirteen-year olds, also girls and boys. The camp is located in the suburban part of town, is surrounded on three sides by woods, and has a lot of equipment and facilities for the campers to use.

Camp is open from 9AM to 4PM every weekday. There is a lunch break from noon to 1PM, during which campers eat lunches they have brought from home.

Every Friday at 4PM, Joanna and George attend a meeting of all the counselors at Crystal Lake Day Camp. At this meeting, counselors pick up needed supplies and talk to each other about their programs. In addition, they plan their activities for the coming week.

In planning activities for the week, it is important for Joanna and George to keep in mind the age of their groups and the facilities available. In planning for the day, it is important to vary the activities so that the campers do not sit or stand too long or get too hot and sweaty. The leaders

always try to vary the activities so that there are some activites where the campers are quite active, such as basketball, and others where they are quiet, such as watching a magic act. They are careful to schedule quiet activities after lunch.

Since weather is hard to predict, Joanna and George plan for all kinds. In this exercise, you will plan activities for

- one warm, sunny day–Monday
- one rainy day–Tuesday
- one sunny but cool day–Wednesday

Make the program of activities varied and interesting and keep in mind how long each activity would take.

ACTIVITY SHEET

ATHLETICS

ARTS AND CRAFTS PROJECTS

ACTIVE GAMES

QUIET ACTIVITIES

SKITS

MUSIC AND DANCE

WATER ACTIVITIES

NATURE AND SCIENCE ACTIVITIES

Planning Chart

CRYSTAL LAKE

CAMP PROGRAM

DAY		JOANNA'S 7 YEAR-OLDS	GEORGE'S 13 YEAR-OLDS
MONDAY	9:00		
	10:00		
	11:00		
	12:00	*LUNCH*	*LUNCH*
	1:00		
	2:00		
	3:00		
TUESDAY	9:00		
	10:00		
	11:00		
	12:00	*LUNCH*	*LUNCH*
	1:00		
	2:00		
	3:00		
WEDNESDAY	9:00		
	10:00		
	11:00		
	12:00		
	1:00		
	2:00		
	3:00		

ACTIVITY D. Zoos And So Forth

Instructions

Most zoos, aquariums, museums, and historical sites have interpreters or tour guides who lead visitors through the facility, explaining exhibits and answering questions. A tour guide is usually trained in the details surrounding each exhibit so that he or she can provide useful and interesting presentations to the public. Sometimes the guide has the additional responsibility of helping to keep the place neat and clean.

In this exercise, you are going to be a tour guide for an exhibit in a zoo, museum, aquarium, or a historical site.* To do this, you should first visit one of these places that interests you in your local area. Take notes on what you see. Try to arrange your visit so that you can participate in a guided tour. Select an exhibit on which you are going to base your presentation. Collect as much information as you can at the facility either by taking notes from materials on bulletin boards or by collecting brochures. You might want to obtain pirctures of your exhibit to show to your group. If you need additional information, consult your school or local library.

Write your presentation in an interesting fashion. Practice giving your presentation to make sure that it is clear, interesting and brief. It should last no longer than ten minutes.

*Your classmates will play the role of the tour group.

ACTIVITY E. Independent Study

OVERVIEW OF HOSPITALITY AND RECREATION WORK ENVIRONMENTS

As you have learned, the field of Hospitality and Recreation includes a wide range of occupations. The characteristic which these businesses and occupations share is that they provide services to the general public. These services are intended to assist the client or customer enjoy his or her leisure time and are delivered in a variety of ways by a number of different employers and employees. Nevertheless, many of these business and occupations have common characteristics–such as employers, consumer needs, etc.

Based upon these common characteristics, the diverse field of Hospitality and Recreation has been divided into the following industries or work environments:

- Lodging Services
- Recreation Services
- Entertainment Services
- Cultural Services
- Sports
- Food and Beverage Services
- Travel Services and Promotion

Although these environments are distinct in some ways, they are also interdependent. For example, travel industries interact with lodging industries in making arrangements for vacationers or traveling businesspersons. Similar relationships exist among all the industries in Hospitality and Recreation.

LODGING SERVICES

Overview of the Industry

Providing lodging services to those traveling away from home is one of the major industries in the United States. The industry used to be dominated by hotels located near railroad depots and/or the downtown areas of major cities. As people began to travel more by plane and car, roadside and airport motels have become increasingly popular. The industry has expanded rapidly in the past twenty years and is currently dominated by hotel or motel chains. Although the individual owner characterized the industry in the nineteenth century and the early part of the twentieth century, chains and franchises for the most part dominate the industry today.

Nature and Range of Services Provided

Most hotels and motels provide more than lodging. Food and beverage services, telephones, swimming pools, and televisions are common. In order to achieve an advantage over other hotels and/or motels, a hotel may introduce a new service. Often the service is then adopted by other hotels and motels, and soon the consumer starts to expect the service in every lodging facility.

Large, multi-story, urban hotels sometimes offer restaurants, beauty shops, lounges with live entertainment, recreational facilities, shops such as drug stores, and so forth.

Occupations Found in The Industry

People are usually familiar with some of the typical and visible jobs in the lodging industry, such as bellman, front office clerk, doorman, maid, and bell captain. But there are many other interesting jobs behind the scenes which might appeal to someone who is considering an occupation in the lodging industry, such as hotel or motel manager, convention manager, executive housekeeper, and service superintendent. Employment in many of these occupations often requires work at night and on weekends. In fact, hotels and motels typically have their busiest times on weekends.

Education and Training Required

Entry-level jobs in the industry (bellman, doorman, maid) can usually be acquired with little or no special education or training. The training needed is often provided on-the-job. When occupations in the field do require special training – such as hotel manager – this training can be obtained either through work experience and/or educational institutions. Many junior and community colleges and four year colleges offer degrees in hotel and motel management.

RECREATION SERVICES

Overview of The Industry

Recreation facilities are run by both public and private organizations. Public facilities are financed and operated by state, city or local government (and, therefore, through taxes). Private facilities are funded and operated by individuals and businesses. Most communities have public parks or recreational areas designed to serve the recreational needs of the public. These typically include baseball diamonds, football fields, swimming pools, basketball courts, and so forth. The amount that a community spends for recreation depends on the amount of tax money available and the need that the residents express for recreation. For example, a town might spend money for new fire equipment rather than to expand their recreational facilities. Over the last fifteen years, there has been increased interest among Americans to preserve natural resources for use as parks and recreational areas, and interest groups have developed. Some of these groups sponsor trips and tours to well-known parks and recreational areas throughout the country.

Nature and Range of Services Provided

Recreational facilities are used by people of all ages. Although some activities (such as football or basketball) are particularly suited for young people, there is increased concern in many communities for providing better and more comprehensive services to the middle-aged and the elderly, as well as the young.

Recreation for therapy (such as providing recreational opportunities to persons in hospitals) is a growing field, and more and more colleges are offering programs in recreational therapy.

Recreation resorts of all kinds are major part of this industry. Private recreational facilities include bowling alleys, pool halls, dance studios, skating rinks, and ski resorts. Whereas public recreational facilities are usually available at little or no charge, privately-owned facilities usually charge for the use of the facility and for equipment rental.

Other businesses in this hospitality and recreation work environment include architectural and consulting firms. Firms which do consulting in this area provide, for a fee, advice and technical services to those who might be interested in setting up or expanding recreational areas. A

typical client might be a state office in charge of recreational planning. There are also landscape architects and draftsmen who draw up plans for setting up or expanding recreational areas. Their work often includes the building of models which represent the way the area will look when the work is complete.

Occupations Found in The Industry

The staff of public recreational areas ranges from maintenance personnel (groundskeeper, etc.) to recreational aide, to recreation director. The work is particularly suitable for people who like sports, the outdoors and working with people. Some facilities employ recreation therapists and activities directors (e.g., director of arts and crafts).

The typical private resort or facility is staffed with a manager, one or more instructors, and various attendants. Often, many of the employees in both public and private facilities are former amateur or professional athletes.

Education or Training Required

Many of the jobs (such as recreation aide and groundskeeper) can be obtained with a high school diploma, but recreation directors usually have college training in physical education and/or recreation. College training is also required for recreational therapists. A recreational therapist prescribes appropriate exercise and recreation for individuals with physical disabilities.

Many jobs in architectural and consulting firms require either specialized training or appropriate advanced college degrees.

ENTERTAINMENT SERVICES

Overview of The Industry

Typical employers in the entertainment services industries are:

- movie theaters
- legitimate theater (where plays are presented live)
- carnivals
- night clubs
- race tracks
- ballet companies
- rodeos
- circuses
- amusement parks.

Nature and Range of Services Provided

The nature of the service provided is, of course, entertainment. Many of the occupations in these businesses are involved with providing supporting services to the entertainer, maintaining the facilities in which the performances are held, or promoting and selling tickets to performances.

Occupations Found in The Industry

Employment opportunities in certain entertainment businesses (circuses, carnivals, ballet companies, the legitimate theater) are limited. Steady employment as a performer requires talent and the ability to locate, and take advantage of, opportunities. Performers often hire others, called agents, to arrange shows for them and negotiate the best possible fee. A performer may also hire a coach who is responsible for helping the performer to develop and maintain his or her particular skill.

Other occupations in entertainment services include: manager of facilities or of performing groups or companies, wardrobe mistress (ballet company, theater company) and assistant, doorman or host/hostess in night clubs, ride operator, ticket seller, ride supervisor, animal man, usher, motion picture projectionist, publicity director, and theater director.

People who work in the entertainment industries have to become accustomed to long hours and work at night and on weekends—the times when most customers seek entertainment. Also, many of the businesses, such as amusement parks, are seasonal and do not therefore, provide steady employment. Jobs in these businesses tend not to be highly stable. Some businesses, however, such as well-situated night clubs or movie theaters, can provide steady employment.

Education and Training Required

Performers often require considerable training and coaching. For certain types of entertainment, private instruction is necessary. However, there are postsecondary programs in certain fields (acting, clown schools). The amount of education required for other jobs varies. Some occupations do not require a high school diploma (usher, doorman, ticket seller). Although it is not specifically required that publicity directors have college degrees, entrance into this field is often via previous experience in reporting, either for newspapers, magazines, television or radio. For writing positions in many industries, some college education is required.

CULTURAL SERVICES

Overview of the Industry

Museums, zoos, aquariums, libraries, and historical sites are the major institutions which comprise cultural services. They provide information to the consumer on something of interest to the consumer. The visitor to a cultural facility gets this information by observation, by hearing guided tours and presentations and/or by reading brochures and pamphlets.

Most institutions of this type are either publicly owned or supported by one or more private foundations. They are also supported in part by donations from individuals.

Museums, zoos and aquariums rely heavily on the use of volunteers to act as guides, to raise funds, and to help maintain the facilities. Often, there is a lot of competition even for the job of volunteer. If someone does become a volunteer, he or she is usually given preference if a permanent job opening becomes available.

Nature and Range of Services Provided

Cultural facilities clearly offer education and pleasure to individuals. They also serve a more general function in preserving things of value to the society. Cultural facilities store and preserve national art, books of great value, and historical relics; they are also involved in the restoration and maintenance of old houses, historic buildings and sites of historic significance.

Occupations Found in the Industry

The occupations in this environment differ in nature. Libraries typically employ a director, at least one librarian, an assistant if the library is big enough, and a desk clerk responsible for checking books in and out. Large libraries have people who only shelve books and check the shelves to make sure that the books are correctly placed. Reference librarians are individuals familiar with the library's reference resources; there job is to direct people to the information they are looking for. Many libraries have specialties such as law, art or science. Often, scholars from miles around come to use the resources of a library in their speciality.

The remaining institutions are in the business of exhibiting objects of interest to the public. They often employ guides to lead visitor groups and to explain the exhibits.

Education and Training Required

Each cultural institution has a director. A college degree is required of directors of museums and aquariums. Museums hire curators, trained at the college level who are responsible for selecting and arranging exhibits (from other museums and from private donors) and for overseeing their maintenance. Large museums and aquariums have directors of museum education. Individuals in these positions have studied museum education at a postsecondary institution. No special education or training is required of a prospective tour guide.

A degree in library science is often required for employment in occupations associated with libraries. A variety of colleges offer programs in this field.

SPORTS

Overview of the Industry

Professional sports represents a sizable industry in the American economy. The industry has grown rapidly in the last fifteen years, and the number of leagues and teams is still increasing. The owner of a professional team is typically a businessperson with a keen interest in sports. Ownership of a professional team usually does not yield high profit, so the businessperson's interest in sports is probably the primary motivating factor.

Nature and Range of Services Provided

The sports industry provides entertainment in the form of athletic competitions in a wide variety of settings. Spectators may actually go to an arena or stadium on their own area, watch a televised competition, or hear a play-by-play on the radio. Many fans receive not only entertainment but also a sense of participating in the game, which shows itself in boos, cheers, and applause. The competition in sports entertainment can cause great interest and enthusiasm in the local area of an athlete or team.

Occupations Found in the Industry

There are basically two kinds of jobs associated with these activities: one involving the athletes themselves and the other involving the facilities in which they compete. Each professional sports team has an owner, a coach, a publicity director, a general manager, a trainer, and other support personnel such as waterboys and girls and, perhaps, doctors. The athletic facility, on the other hand, has an owner (which might be a city or state), a manager, a publicity director, a ticket sales director, a ticket seller, and ushers.

Education and Training Required

Careers in sports usually do not demand academic training but often demand experience as an athlete. An exception to this general rule is the publicity director.

Publicity directors usually come from a variety of backgrounds; they have to be able to write and speak well and should have good contacts with the media, such as television, radio and sports magazines. A background in sports news reporting is therefore helpful.

Other sports employees usually have a background in athletics. The general manager is often a former head coach. The head coach, in most cases, coached collegiate sports and prior to that received college training in physical education. Umpires and referees are often former athletes.

There are a limited number of jobs in these businesses, and many of them require specialized talent or previous experience. Weekend work and travel are two requirements that must be considered in assessing the life style of these occupations.

FOOD AND BEVERAGE SERVICES

Overview of The Industry

Many Americans eat out frequently, and many people travel—either for business or pleasure—which requires that they purchase their food in restaurants. This has given rise to the development of industries involved in food and beverage services.

Nature and Ranges of Services Provided

Food services range from fast-food take-out restaurants to elaborate restaurants serving international dishes. In addition, food services are typically provided on ships and airplanes. There are also catering services for special events and functions.

Some restaurants are associated directly (through management or ownership) with other businesses or organizations. For example, many hotel and motel chains have their own restaurants. Hospitals, universities, schools and prisons usually maintain their own food facilities.

Occupations Found in the Industry

Occupations found in food and beverage businesses include chef, waiter/waitress, kitchen helper, assistant cook, bartender, manager, assistant manager, and dietician.

Education and Training Required

Management positions in the food services industries usually require both experience in the business and postsecondary training. There are many colleges and universities in the country which offer training in food preparation and food service management. The typical program offers a combination of classroom training and on-the-job experience.

Certain jobs require specialized training, e.g., cook and bartender, but do not require a full four-year college degree. Most of the other jobs listed above can be acquired with little or not special education, training or experience.

TRAVEL SERVICES AND PROMOTION

Overview of The Industry

In the past twenty years, the businesses involved in travel services and promotion have expanded rapidly. More Americans are traveling–either for business or pleasure–and travel businesses have been developed to fill the needs of the traveler. There are businesses associated with every kind of travel: rail, bus, air, boat and car. In addition to the direct service provided by the transportation company, there is the additional need to coordinate travel plans; these needs are typically met by travel agents and agencies and by various public tourist bureaus.

Travel promotion is a very important part of these industries. Agencies, and even governments, promoting their recreational and entertainment facilities often buy television and radio spots, publish colorful brochures and offer bargain rates to the traveler. Sometimes the promotion is directed at a certain segment of the population, for example, young people, people who like water sports, people who appreciate fine food, people who might like a certain climate, and so forth. Airlines compete with each other by offering fancier food or larger seats. Railways compete with airlines partly through lower prices. Travel promotion is usually handled by the publicity director of the agency or by the government.

Nature and Range of Services Provided

Travel agencies provide services both to the traveler and to other industries. They make suggestions for them. They also publicize and promote certain lodging, transportation and entertainment services.

Occupations Within the Industry

Employment opportunities within the travel industry include occupations involved in planning and promoting: travel agent, tour planner, publicity director. They also include occupations providing direct service to the traveler: tour guide, car rental agent, reservations agent, etc.

Education and Training

Although no formal educational institutions exist for travel agents, it is a highly specialized occupations. Training is provided either through home-study courses, travel schools and/or on-the-job.

UNIT VII: WHAT ARE SOME HOSPITALITY AND RECREATION JOBS LIKE?

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. A Look at Hospitality and Recreation Occupations	
First match leisure service occupations and employers and then occupations and descriptions.	Two matching games.
B. Interviewing an Employee – for Practice and for Real	
Practice interviewing skills in a student-employee role-play and then interview employees in hospitality and recreation occupations.	Two role profiles. Interview instructions and form.

ACTIVITY A. A Look at Hospitality and Recreation Occupations

I. So That's Where They Work!

Instructions

Below are two columns. The first column lists some hospitality and recreation occupations. The second column lists businesses and employers which are in the field of Hospitality and Recreation. Match the hospitality and recreation occupation with the *most closely related* business or employer. Write the letter of the appropriate employer next to the name of the occupation. Each occupation may have more than one employer; therefore, each letter may be used more than once.

Occupations

1. _____ Cook
2. _____ Tour Guide
3. _____ Librarian
4. _____ Athlete
5. _____ Playground Director
6. _____ Housekeeper
7. _____ Ticket Taker
8. _____ Ski Instructor
9. _____ Ferris Wheel Ride Operator
10. _____ Flight Attendant (Steward or Stewardess)
11. _____ Bellhop
12. _____ Animal Keeper
13. _____ Lifeguard
14. _____ Travel Clerk

Businesses and Employers

A. Convention Center
B. Restaurant
C. Movie Theater
D. Recreation Center
E. Camp
F. Amusement Park
G. Zoo
H. Airlines
I. Golf Course
J. Library
K. Professional Baseball Team
L. Hotel
M. Ski Resort
N. Travel Agency

II. So That's What They Do!

Instructions

Listed below are ten brief descriptions of occupations in Hospitality and Recreation. Match the occupations with the appropriate description. Each description is followed by a blank. Write the number of the appropriate occupation next to the description.

Descriptions

A. I arrange trips for persons going away. _____
B. I seat customers in a theater. _____
C. I prepare food in a restaurant. _____
D. I make certain customers are safe and comfortable on airlines. _____
E. I clean rooms in a hotel. _____
F. I seat customers in a restaurant. _____
G. I deliver food to the customers in a restaurant. _____
H. I supervise persons who take lodgers' baggage to their rooms in a hotel. _____
I. I supervise persons playing games. _____
J. I explain exhibits to customers in a museum. _____

Occupations

1. Playground Leader
2. Waiter/Waitress
3. Maid
4. Flight Attendant
5. Usher
6. Tour Guide
7. Bell Captain
8. Chef
9. Travel Agent
10. Host/Hostess

ACTIVITY B. Interviewing an Employee—for Practice and for Real

Instructions

You are going to do a role-playing exercise. Your teacher will select one student to take the role of Janet Langley or John Langstrom, and one student to take the role of the interviewer. The rest of the class will watch the interview and then offer suggestions for way to improve it.

Following are two employee profiles for role-playing and a practice interview form.

EMPLOYEE PROFILES

1. Roller Derby Team Manager

Janet Langley is the team manager for the Sock Em Roller Derby team. She has held the position for four years, during which the team has won two championships. The team is a star attraction both at home and on the road and, as a result, the gate receipts are good. Janet works on a salary basis. Her annual salary is $15,000 a year. Her basic responsibilities are to purchase equipment and supplies for the team, to set up the team's schedule, to oversee the selling of tickets, to help the publicity director in promoting the team, to negotiate contracts with the players, to assist the coaches in recruiting and selecting new members for the team and so forth. On occasion, Janet helps the head coach in coaching the team, but this is a minor part of her role. Janet was a star roller derby competitor for ten years. She has a bachelor's degree in business and that, along with her roller derby experience, was one of the reasons why she was selected to become the manager of the Sock Em Roller Derby Team.

Janet enjoys the job because it allows her to maintain close contact with a sport she loves. However, she doesn't like the travel involved since she has a husband and two young children. There is no higher position in the organization for Janet unless she purchases part ownership of the team. There is a chance, however, that she can get a managerial position with another sports team. In the professional sports business, poor performance by the team can result in the firing of managers and coaches, but so far the Sock Em Team has done well and Janet feels that her job is fairly secure.

2. Front Office Manager, New City Hotel

John Langstrom has held his job as front office manager of the New City Hotel for five years. He now earns $8,000 a year. The maximum he can earn in this position is $10,000, if he stays on for another two years. Before working as a front office manager, John worked first as a bell captain and then as a front office clerk for another downtown hotel. He then decided that he wanted to return to school so that he would have a better chance to advance. He went to the local community college for two years and got a degree in hotel and restaurant management. He then applied for and got his current job at the New City Hotel. He wants some day to be manager of the New City or some other hotel or motel. He has the necessary education and job experience; he is just waiting for the right opportunity.

John's basic responsibility is to oversee all front desk operations. He supervises the front office clerk and the reservations clerk. He is responsible for hiring and training new front office personnel. He keeps all books on money taken in. He also handles all customer complaints; he refers the complaints to the appropriate department head. John works with the conference coordinator in reserving meeting rooms for conferences. John orders all supplies and equipment needed to operate the front desk; he is responsible for seeing that the signs and displays in the lobby are kept up to date.

There is no travel required for the job, but occasional work at night and on weekends is required. Overtime is required during the hotel's busy season. The thing that John likes about the job is the opportunity to work with people and, now that he has the necessary education, the opportunity for promotion. The thing he likes least about the job is the required overtime. Also, he likes the occupation because he can always get a similar job in any city in the country.

Interview Instructions

The purpose of the interview is for you to obtain some information about jobs in the field of Hospitality and Recreation. Below are some guidelines to help you conduct a profitable and enjoyable interview.

1. Before the interview, read over the questions on the interview form so that you don't need to refer to them constantly during the interview.
2. Thank the person you interview for granting the interview and explain the purpose of the interview. (You are exploring occupations in the field of hospitality and recreation to determine whether or not you would be interested in pursuing a career in that field.)
3. You don't have to ask the questions in the order that they appear on the interview sheet. For example, the first thing you might want to ask in order to make the interviewee feel comfortable is what he or she likes most about his or her job.
4. Take as few notes as possible during the interview. If you take a lot of notes you might miss some of what the interviewee is saying and you might make the interviewee feel self-conscious. Immediately after the interview, complete the interview form, filling in any items which you missed during the interview.
5. Some people might be reluctant to tell you their actual salary; if this happens, ask for a salary range for that job.
6. Once you have your specific questions answered, you might spend a few minutes talking generally about the business in which the interviewee works.
7. Write up the interview in prose form. Try to make it as interesting as possible so that a student who is unfamiliar with the job can better understand its nature.

EMPLOYEE INTERVIEW FORM

Job Title _____

Employer _____

1. What types of things do you do in an average day for your job?

   _____

   _____

2. Are there any things which you occasionally have to do for your job (as compared to what is done during an average day)?

   _____

   _____

3. Which of the things that you do on the job do you like best? Why?

   _____

   _____

4. Which of the things that you do on the job do you like least? Why?

   _____

   _____

5. What previous job experience helped you, or was required, to get this job?

   _____

   _____

6. What is the annual pay range for this job?

   _____

   _____

7. Is there any equipment or machinery used on the job? Yes_____ No_____

8. Is travel required? Yes_____ No _____

   If yes, how often do you travel for your job? _____

   _____

9. Is overtime required? Yes _____ No _____

If yes, how often do you work overtime?

_____

_____

10. Is work at night or on weekends sometimes required? Yes _____ No _____

If yes, do you receive overtime pay, or is overtime work included as part of your salary?

_____

_____

11. In general, what do you like best about your job?

_____

_____

12. In general, what do you like least about your job?

_____

_____

13. If you were to get another job, what do you think it would be?

_____

_____

14. Have you ever worked in any of the following types of business?

Restaurants _____
Hotels _____
Recreation Departments _____
Resorts _____
Museums, Zoos, Aquariums _____
Libraries _____
Sports (either as a professional athlete or in some type of supportive service to professional athletes) _____
Movie houses or Theaters _____
Travel Agency _____

Do you have any advice about the job which might be of interest to someone planning a career in this occupational area?

_____

_____

UNIT VIII: WHAT ARE YOU INTERESTED IN?

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. A Self-Profile	
Identify your own interests and relate them to occupational choices.	List of questions.
B. People/Things/Ideas	
Characterize your own interests as involving people, things, or ideas.	Instructions.

ACTIVITY A. A Self-Profile

Instructions

Here are some questions about yourself for you to answer. It is very important, while thinking about a career, to fit the career to what you like and are interested in: it is much easier to choose a career to suit you than it is to change yourself to suit a career.

1. Do you enjoy being around people? _____

2. Would you rather participate in a sport or watch it?

3. Do you usually think before you act, or are you impulsive?

4. Do you like to read books?

5. Do you like being by yourself?

6. Can you stick to a tiresome job until you finish it, or do you get frustrated easily?

7. Do you like being in the spotlight?

8. Do you like being outdoors in very hot or very cold weather?

9. Do you like to work with your hands?

10. Are your tastes (e.g. in clothes, recreation, hobbies), determined by what's popular or what's different?

11. Do you like to work with numbers?

12. Are you careful or casual with your possessions?

13. Do you prefer a lot of changes in your life, or do you like things to stay pretty much the same?

14. Do you enjoy talking a lot, or are you the silent type?

15. Would you rather be a group leader, or are you happier following someone else's lead?

ACTIVITY B. People/Things/Ideas

1. In this exercise, you will discover whether you like to do things involving people, things or ideas best. First, list your hobbies and interests below. Then categorize each hobby or interest according to one of the following seven classifications:

people	people/ideas	people/things/ideas
things	people/things	
ideas	things/ideas	

2. Can you identify any pattern in the above list? For example, do you tend to prefer to be doing things with people, ideas or things? Are there any exceptions to this pattern?

3. Write here any hospitality and recreation jobs which you think might satisfy your interest in working with people, ideas or things.

UNIT IX: WHAT'S NEXT?

Student Materials

OVERVIEW

STUDENT ACTIVITIES	STUDENT MATERIALS
A. Lifestyle	
Match job-hunters with jobs appropriate to their lifestyles.	Instructions and four profiles
B. Job Match	
I. Whom to Hire?	
Pick the best qualified of two applicants for each of four jobs in hospitality and recreation.	Four job descriptions including applicant profiles
II. Is Everybody Happy?	
Match descriptions of hypothetical individuals with job requirements in entry-level hospitality and recreation occupations.	Six job descriptions and profiles
C. How About This Career?	
Develop your own career plan.	Instructions Career plan form

ACTIVITY A. Lifestyle

Instructions

In this exercise, four people are job-hunting. You have been given a profile of each job-hunter and a description of three jobs each one is considering.

For each job-hunter, answer the following questions.

1. For each job:
   a. What characteristics of this job would the job-hunter find attractive?
   b. What characteristics would be unattractive to this job-hunter?
2. Which job should the job-hunter choose?
3. Will the job-hunter have to make any compromises in his/her desires?

EVELYN SMITH

Profile:

Evelyn Smith has worked as a maid for a hotel chain for four years. She is divorced and has three children aged 5, 7 and 9. When she began working, Evelyn did not have a high school diploma, but since she wanted to improve her work situation, she took courses at night and earned her high school diploma by taking the general equivalency exam. She also took courses in typing and shorthand so she is qualified for a job which requires some secretarial skills. Evelyn likes to sew and to be creative with her sewing; she has always made her childrens' clothes. Evelyn would like to get another job which would offer her a chance to advance and to work with people and would allow her to be home nights and weekends with her children. Evelyn would like to earn at least $180.00 a week.

First Job:

The "Let's Play" Theater Company is looking for a new wardrobe mistress. The company is looking for someone who can get along well with the actors because the previous wardrobe mistress was irritable and hard to get along with; this caused much tension and friction within the company. The duties of the wardrobe mistress include designing and making costumes for the actors and actresses. The wardrobe mistress must be creative and must have good sewing skills. The wardrobe mistress's hours will be irregular; occasional work on nights and weekends will be required. The beginning salary for this position is $170.00 a week.

Second Job:

The "Sleep-In" Hotel chain is looking for an executive housekeeper for one of their hotels. The manager of the hotel wants to hire someone who has had experience working in the housekeeping department of a hotel or motel (for example, as a maid). The duties of the executive housekeeper include supervising the maids, scheduling their work, ordering supplies, looking after the maintenance of any equipment which the maids use, and recordkeeping. The executive housekeeper will also have to work with the conference manager and other hotel management personnel in planning and delivering cleaning services for conference and other special events. The starting wage for this position is $190.00 a week. Occasional work on weekends and nights is required.

Third Job:

The "Please 'Em" Travel Agency is expanding and wants to hire a travel counselor. The responsibilities of the travel counselor will be to greet customers in person and by telephone, and to inquire about their travel resorts, tours and trips in order to describe them to the customer and assist him/her in selecting the vacation which best suits his/her interests. Some training about resorts and trips is provided by the agency to new counselors. The counselors must be personable and like to work with people. Some secretarial skills are required in making and confirming reservations for clients. Since the company is expanding, there are many opportunities for advancement. Work on weekends and nights is not required. The starting salary for this position is $160.00 a week.

JOHN JEFFRIES

Profile:

John Jeffries majored in art in college. He was also the captain and quarterback of the college football team. Since he graduated from college he has worked as a coach for the local high school football team. He doesn't like the job for several reasons. First, it does not allow him to develop his interest in art as much as he would like to. Second, he doesn't like working with people that much

and finds the constant work with the boys frustrating. John likes to travel and to work outdoors. If possible, he would like his interest in art to be used on a new job (John is an amateur painter). He belongs to the Sierra Club and goes hiking and camping a lot. John is not very concerned about advancement or salary–he is more concerned about the quality of his life.

First Job:

The "New Italy" Art Gallery is about to hire a new curator. The responsibilities of the curator would be to assist the gallery director in selecting and securing art exhibits from other galleries and museums, to identify local talent whose work might be exhibited, to oversee art works on exhibit, to train the gallery's guides in art appreciation and to travel to other museums and galleries, at home and abroad, to view and select art works for exhibition at the gallery. The new curator must be creative and must be able to get along with people.

Second Job:

The Colorado Park System is looking for a forest ranger to work in one of the forests. The job would naturally require a lot of outdoor work, willingness to live in the wilderness, a liking for the outdoors, spotting and assisting in the control of forest fires, working to preserve endangered species, and, in appropriate seasons, leading tours for people visiting the park. The individual to be hired for the job must be willing to spend long periods of time by himself, although he would be in constant contact with headquarters by radio and telephone. Training programs are provided for interested applicants.

Third Job:

The Sacramento Crunchers Football Team is looking for a new assistant manager. The new employee would help the manager to identify new players, develop contracts with new players, manage the team's revenues, hire and supervise other staff, purchase supplies and equipment, and handle publicity for the team. The job would also require traveling with the team. A college diploma and excellent knowledge of the game is required. Opportunities for advancement are good.

JANET OLMSBY

Profile:

Janet Olmsby is currently looking for her first full time job. She has just graduated from college, where she majored in physical education and recreational planning. In the summers during her college years she worked as a waitress. She also produced several plays while whe was in college. She enjoyed managing and planning conventions and conferences sponsored by student groups. In addition, she played on the tennis and basketball teams. Thus, Janet has varied skills and interests. She is not sure which one of them she wants to pursue. She likes to work with people. She is engaged to be married in two months so she would prefer not to have a job which requires travel or which requires work at nights or on weekends.

First Job:

The Star Light Hotel and Motel chain is looking for a convention manager for one of its largest hotels. Experience in some aspect of convention management is a requirement although the chain will provide some on-the-job training and assistance. The job will require working with clients to plan and secure appropriate facilities within the hotel for conventions and conferences. The convention manager will also supervise service staff working on conferences or conventions. Some work on weekends and at night will be required. There are, in addition, many opportunities for advancement.

Second Job:

The New City Municipal Commission is about to hire a municipal recreation director. Experience or training in recreational planning is required and some knowledge of sports would be helpful. The commission is looking for a young person who can bring new energy and new ideas to the city's recreational programs. The new director will survey the city to identify possible recreation sites, will participate in the planning of recreational facilities, will oversee the operation of all the recreational areas in the city and its suburbs, and will hire and train all recreational program staff.

Third Job:

The Avant Garde Theater Company wants to hire a publicity director. They would like to hire a college graduate who has had some experience in the theater, either on the professional or amateur level. The director would handle publicity with the press, with TV and radio, and with magazines which give special emphasis to the theater. Good writing and communication skills are important. The job would require some travel to other cities with the theater company.

AMHED BARAKA

Profile:

Amhed Baraka is a high school graduate who has worked as a ride operator in an amusement park for four years. Since the job doesn't pay very well, he has had to moonlight* as a taxidriver in order to support his wife and two children. Amhed is looking for a new job because his current job doesn't pay enough and isn't interesting or challenging. Amhed wouldn't mind staying in the entertainment field but would certainly consider changing fields if the job offered some chance to advance. He would like to take a job which would eventually allow him to go into business for himself. Amhed likes to work with people and has good communication skills. His desired minimum salary is $7,500.

First Job:

The Bicentennial Committee would like to hire an additional tour guide for its bicentennial celebrations and activities. Once the bicentennial festivities are over, there will be opportunities for the guide to secure a position in one of the museums or galleries run by the committee so there is some opportunity for long-term employment. The guide must enjoy working with people and have good communication skills. Starting salary for the position is $6,000, but the guide can earn more if he or she is willing to conduct tours at night and on weekends.

Second Job:

The New City Sports Arena wants to hire a ticket seller because their previous ticket seller has just been promoted. The only requirement for the job is a high school diploma. One of the fringe benefits of the job is that the ticket seller gets four free tickets to each sports event. In addition, if the ticket seller desires, he can act as an assistant to the publicity director. If he takes on this additional responsibility, his salary will be increased by $2,000. Thus, there is both on-the-job training and some opportunity for advancement. As an assistant to the publicity director, the ticket seller must demonstrate good communication skills. The base pay for this job is $5,000 a year.

*Moonlight means to have a second job, which you work at in the evening after your first job is done. "Tom works as a ticket salesman during the day, and at night he moonlights as a front office clerk at a motel."

Third Job:

The Moon Glow Night Club has to replace its bartender who was promoted to assistant manager of the club. No previous experience in bartending is required since the assistant manager will train the new bartender. The new bartender must have a high school diploma and good communication skills. There is considerable opportunity for advancement since the owners are considering opening another club on the other side of town and management openings will be available. The new bartender's hours will be 6:00 p.m.–2:00 a.m. initially. The starting salary is $6,500 plus tips.

ACTIVITY B. Job Match

I. Whom to Hire?

In this activity, you will look at job-hunting from the employer's point of view. In each of the six job situations, you as the employer must choose between two applicants. You should consider which applicant has the skills and interests which match the job most closely.

1. Sightseeing Guide

Job Description

The View-It Sightseeing Company is about to hire a sightseeing guide. The new guide will work in Philadelphia during the 1976 bicentennial celebrations. It is desirable, although not required, that the guide has some knowledge of the history of the Revolutionary period. No previous experience as a guide is necessary. The basic requirements are: high school diploma, good speaking voice, pleasant outgoing personality, and driver's license.

The responsibilities on the job are:

- To drive a motor vehicle to transport sightseers.
- To lecture group(s) concerning points of interest during the tour.
- To stop at establishments or locations such as art galleries, museums, historic battlefields.
- To describe points of interest along the route of the tour using a public address system or megaphone.
- To collect fees or tickets and plan refreshment and rest stops.

First Job Applicant:

Angela Palmieri graduated from high school two years ago. Since then she has worked as a waitress in a small, neighborhood restaurant. She is well liked by the owner and the customers for her friendly personality and her efficient service. While in high school, Angela took dramatics as an elective and starred in several school plays; she has a good speaking voice. Angela has a small foreign car and drives to work.

Second Job Applicant:

Norman Messinger graduated from high school last year. Since then he has worked in a car wash. At first he only wiped off the cars after they were washed, but then he got promoted to assistant manager. In high school, Norman really enjoyed history and took two courses specializing in U.S. History. Norman has a driver's license. He is looking for a job which will allow him to use his knowledge of history.

Question

Which job applicant should the "View-It" Sightseeing Company hire? Why?

2. Night Club Manager

Job Description

The "Glo-Worm" Night Club is located near the theater district of a medium-sized mid-western city. It has been in business for 25 years and has generally done quite a good business. The current

manager, who has been with the business since it opened, is about to retire. He is very popular with the steady customers and, because of his friendly disposition and excellent management skills, has played a major role in the Glo-Worm's success. Mr. Janson, the owner, knows that it will be difficult to replace the current manager. He is especially concerned that the new manager have extensive management experience in the entertainment business, preferably in a night club. The duties of the new manager will be:

- To supervise workers selling food and beverages.
- To supervise, give directions to, and assig.. duties to employees.
- To order foodstuffs, beverages and supplies.
- To hire and fire workers.
- To adjust customer complaints concerning service, food and beverages.

First Job Applicant:

Janet Oswell is 45 years old. She has been the owner and manager of her own night club for ten years. She was forced to close down her night club because a new highway was going through the neighborhood. She then decided not to go into business for herself as a club owner but to look for a job as a club manager. Before she owned her own place, she had been a waitress and then a hostess at a large downtown club.

As owner, her duties at the club had been:

- To hire and fire personnel.
- To take care of customer complaints.
- To supervise, direct and assign duties to employees.
- To order foodstuffs.

Second Job Applicant:

Ernest Mercer was a bartender for five years and a singer in a night club for two years. He then became the assistant manager of the night club he was working in; he had been the assistant manager for seven years. The owner has promised to promote him to manager as soon as the current manager retires, but Ernest is impatient and wants to become a manager now. He is therefore looking for a job as manager of a night club. Ernest is very personable, easy to get along with, and is well liked by customers.

His duties as assistant manager are:

- To take care of customer complaints.
- To supervise waiter, waitresses and bartenders.
- To seat customers.
- To help the manager make decisions about employing and discharging personnel.

Question

Which job applicant should the "Glo-Worm" Night Club hire? Why?

3. **Ship's Chef**

Job Description

The "Float'em" Tour Boat Line is about to hire a chef. They would like to hire someone with considerable experience, especially in management and planning skills. This is important because several of the boats' trips take three weeks or more and require careful planning. In addition, the Tour Boat Line would like to hire someone with experience in international cuisine because the company advertises a varied international cuisine to attract tourists.

The duties of the new chef will be:

- To receive and check foodstuffs for quality and quantity.
- To select and develop recipes.
- To supervise cooks and other personnel engaged in preparing, cooking and serving meals.
- To employ and discharge workers.
- To plan menus.
- To buy food.

First Job Applicant:

George Barconi is 28 years old. He worked for three years as a cook in an Italian restaurant. He then went to school to become a chef. Although he didn't complete the program for becoming a chef (he had gotten sick and missed two courses), he did complete most of the courses. As part of the program he studied international cooking and management and planning. His most recent job was as a chef for a medium-sized (seating capacity 60) Greek restaurant where his responsibilities were:

- To plan menus.
- To buy food.
- To select and develop recipes.
- To receive and check foodstuffs.
- To supervise cooks and other personnel engaged in preparing, cooking and serving meals.
- To employ and discharge workers.

Second Job Applicant:

Monica Falstaff is 45 years old and has been a chef for thirteen years. As a chef, she has worked in two restaurants, one Italian and one French. She completed a program for training chefs when she was 32. Prior to that, she had worked in several restaurants in a variety of capacities, including kitchen helper, hostess and cook, so she has an excellent understanding of all the jobs involved in making a restaurant work. Her current employer attributes his restaurant's success to Monica's excellent planning, direction and management. Monica's duties are:

- To buy food.
- To plan menus.
- To supervise cooks and other personnel engaged in preparing, cooking and serving meals.
- To select and develop recipes
- To employ and discharge workers.
- To receive and check foodstuffs.

Question

Which job applicant should the "Float'em" Boat Line hire? Why?

4. Landscape Draftsperson

Job Description

The Environment Development Architectural Firm (EDAF) is looking for a landscape draftsperson. EDAF does work all over the world, especially in Europe. They would therefore like to hire someone who speaks at least one European language. French (the former 'international' language) is desirable but not necessary.

The job as landscape draftsperson requires considerable traveling. The draftsperson will be working on a team with two landscape architects who spend at least 2-3 months a year on the road. The duties of the landscape draftsperson will be:

- To assist the landscape architects in selling the company's services.
- Using drafting tools and equipment, prepare detailed scale drawings and tracings for blueprinting from rough sketches made by the landscape architect(s).

First Job Applicant:

William Gerard is 35 years old, is married, and has three children. William has a year and a half experience as a draftsperson. He learned drafting in a junior college and earned an Associate of Arts degree in drafting but then worked for ten years as an insurance salesman. He didn't mind selling insurance, but preferred drafting where he spent more time working by himself. He had undertaken drafting as a hobby several years before he studied it in school. William studied French in high school, but that was some time ago and he doesn't remember it very well.

Second Job Applicant:

Juan Andreozzi is 28 years old and single. Juan has had five years experience in drafting. Juan enjoys drafting very much and hopes some day to be able to return to school and study architecture. Juan studied drafting in a local community college and earned an Associate of Arts degree in drafting. Juan speaks Spanish fluently.

Juan likes to travel. Each year, he takes a trip during his vacation to a different country.

Question

Which job applicant should the Environmental Development Architectural Firm hire? Why?

II. Is Everybody Happy?

Instructions

Attached are descriptions of six different people. The descriptions cover each person's interests, skills, ambitions and work history. Also attached are descriptions of six different jobs in hospitality and recreation. These jobs are entry-level jobs, that is, jobs which people can get without any previous work experience. The goal of the exercise is to decide which job would suit which person and who would do each job best.

Be ready to explain your choices to the rest of the class.

Job Applicant Profiles

Bob Hanscomb is twenty-two years old. Since high school, he has had several jobs. First, he worked in a car wash for six months. He then took a job as a shoe salesperson; he held this job for a year and a half. His most recent job was as a salesperson in a sporting goods store. Bob has recently decided that he doesn't like selling very much. He would prefer to have a job with a little more routine and where he wouldn't be required to persuade customers to buy. As a result of his work experience, Bob knows how to operate a cash register, is good with figures, and has had some experience supervising junior salespeople.

Erica Weaver has just graduated from high school. While she was in high school, she was a corridor monitor. Her job was to make sure that students proceeded in an orderly fashion from one class to another. In addition, Erica worked once a week as a volunteer usher at a local playhouse. The playhouse used high school students as ushers, and in return the students got to see the plays for free.

Erica doesn't know for sure what kind of career she wants. For the moment, she is just looking for a job which will give her some spending money (she lives with her parents) until she decides what her long term career goals are.

John Bates dropped out of high school during his junior year because he felt that getting a high school diploma would not help him get a good job. He joined the army immediately after leaving school and served for three years. One of his commanding officers convinced him of the importance and usefulness of a high school diploma. John therefore studied on his own and subsequently passed the test for a general equivalency diploma.

John left the army as a non-commissioned officer. He is an ambitious young man and he is now looking for a job which has advancement possibilities for employees who are willing to work hard. John is a very pleasant and friendly young man.

Elinor Robinson, a young (19 year old) woman, is looking for a new job. She dropped out of high school, with her parents' permission when she was sixteen. Since then she has worked primarily as a maid for families on the wealthy side of town. She has had difficulty finding any other kind of work, even though she has a pleasant personality and works hard, because she does not have a high school diploma. Elinor is not afraid of hard, physical work. She doesn't mind being a maid, but would prefer to have a job with some possibility of upward advancement and higher wages so she can save enough money to move out of her parents' house and into an apartment of her own.

Antonio Mendes immigrated from Portugal to the United States thirty years ago. He is now a naturalized citizen. Although Antonio did not attend school in the United States, he has a good command of the English language. For most of his life in the U.S., he has worked as a stevedore on the waterfront. More recently he has worked on a truck crew for a furniture moving company. The furniture company recently went out of business so Antonio is looking for another job. He is going to retire in a few years so he is not particularly interested in getting a job with a lot of possibilities for upward advancement.

Deborah Gibson is a fifty-five years old. She does not have a high school diploma. Deborah has worked for most of her life as a short order cook for a variety of small restaurants. She is now looking for another kind of job because she is tired of being on her feet all day long. Deborah has a pleasant disposition and likes to work with people. As part of her many jobs as a short order cook, Deborah has learned how to operate a cash register. Deborah's husband is retired and receives a good income from his former company's pension plan; therefore, Deborah is not especially interested in earning a lot of money. She would like an undemanding job which involves working with people but which is not physically strenuous and which does not require that she be on her feet all day long.

Job Profiles

A. Kitchen Helper

The Hawaii O-Five Resort will open in five weeks. Most of the jobs in the resort have already been filled, but the owners are still looking for kitchen helpers. The job of kitchen helper is usually quite straightforward and simple; however, there are certain considerations at the Hawaii O-Five Resort which require a special kind of person. The resort will pay unusually high wages for this person. First, the cooking area of the kitchen (where dishes and utensils are stored and washed) is in a separate area. The owners feel that having the cooking area in the dining room will lend a homey atmosphere to the dining room. They are looking for a kitchen helper who can take orders without questioning them (for it might be embarassing to the management to have staff arguing in front of customers) and who can communicate effectively with customers in the event (as often happens in similar set-ups) that customers come forward to ask questions. The applicant must not be self-conscious and be willing to work "in public". A high school diploma is not required.

The basic duties of the kitchen helper are:

- To assist in food preparation—e.g., chopping vegetables.
- To maintain kitchen work areas and restaurant equipment and utensils in clean and/or orderly condition.
- To wash worktables, walls, refrigerators, and meat blocks.
- To segregate and remove trash and garbage and place it in designated containers.
- To wash pots, pans, and trays by hand.
- To transfer supplies and equipment between storage and work areas.

B. Baggage Porter

The "Stretch-Out" Motor Inn is looking for a baggage porter. Recently they have had difficulty keeping help for that job; the turnover rate approaches 100% each year. Many of the baggage porters who have left the job have given one or more of the following reasons for leaving: the job is not very interesting, the pay is too low, they don't like the physical exertion associated with the job, they are occasionally required to work on weekends and/or holidays, and so forth. In order to keep staff who will stay, the management is making every effort to inform applicants of exactly what the job entails. Unemployment rates in the area are high, so the management staff feel that if they screen carefully, they will be able to find someone who will take the job and stay with it.

The basic duties of the baggage porter are:

- To deliver luggare to and from motel rooms.
- To set up sample rooms for salesmen.
- To transfer trunks, packages, and other baggage to room or loading area, using handtruck.

C. Usher

The "Show and Tell" Movie Theater wants to hire an usher. The manager would like to hire a young person, but she feels that it is important to hire someone who can command the respect of the members of the audience. The reason for this is that the theater building is an old, wooden structure; and the fire regulations must therefore be strictly enforced. The theater has had trouble recently with teenagers who smoke during the show. The new usher must not feel embarrassed at having to tell customers to stop smoking.

In general, the basic duties of an usher are:

- To assist patrons in finding seats
- To assist patrons in searching for lost articles
- To assist patrons in locating restrooms and telephones
- To enforce house rules (e.g., smoking regulations).

D. Ticket Seller

The "Have-Fun" Amusement Park needs a new ticket seller to sit in its main booth. The man who currently has the job is very grouchy and irritable and customers are constantly complaining about him. Since it's the main booth for the park, having a grouchy person there is definitely bad for business, so the Have-Fun Park is going to hire someone new who will be able to project the cheerful "Have-Fun" motto. The duties of the job will be:

- To tear off tickets from the roll and hand them to the customer
- To take the money for the tickets and make change
- To answer questions about location of rides, eating places, closing time, and so forth
- To keep track of cash received and tickets sold
- To project a cheerful and pleasant image about the Have-Fun Amusement Park.

E. Train Hostess or Host

The Chug-Chug Railroad Company is looking for a new hostess or host. The new person will work primarily in the coach cars but may be called on during busy times to help the stewards and/or stewardesses straighten up and clean the dining cars. The Chug-Chug Company isn't looking for anyone of a particular age. A high school diploma is desirable but not necessary. The railroad company is prepared to provide on-the-job training. The company feels, however, that it is important for the new employee to have a pleasant personality and to be able to get along with passengers. (It is interesting to note that the Chug-Chug Company has a good training program for its staff which allows individuals to acquire new skills through training and thereby advance to a higher position in the company.)

The basic responsibilities and duties of the host or hostess are:

- To render personal services to railroad passengers to make their trip pleasant and comfortable
- To straighten seat cushions and window shades to prepare cars for passengers
- To greet passengers boarding train and introduce passengers to each other
- To answer questions about train schedules, travel routes, and railway service
- To assist in feeding and caring for children during transit.

F. Bowling Alley Deskperson

The "Hit-Em" Bowling Alley is looking for a new deskperson. The "Hit-Em" Bowling Alley is located in the center of town and enjoys a booming business. A high school diploma is required for the job. Skill with working with figures is also important because the deskperson not only operates the cash register and rents out equipment (bowling shoes, etc.), but he or she also checks the totals on the score sheets to make sure the original addition was correct and to find out who the winners are for the prizes which the management gives each evening to the highest scorers. It often gets very busy at the desk, so the deskperson must be able to handle several customers without having them get so frustrated with slow service that they leave the Bowling Alley. The deskperson must have some skill in supervising and directing the pin boy. The duties and responsibilities of the deskperson are:

- To assign bowling alleys to patrons and collect fees
- To reserve alleys for bowling leagues or individuals
- To issue scoresheets and alley numbers to patrons
- To inspect alleys to insure that bowling equipment is available
- To observe players to determine misuse of alleys or other equipment
- To record number of games played and receipts collected
- To rent bowling shoes to patrons.

ACTIVITY C. How About This Career?

Instructions

By now you have explored a great many hospitality and recreation occupations. They are found in different settings, imply different life styles, and call for different talents and skills. You have also considered yourself as a future worker: what you like you are good at, what you think you want out of a career. And you have given some thought to the kind of occupations that might suit you.

This exercise asks you to choose a career goal. A hospitality and recreation occupation would be preferable, but if you're positive that you want to be something else you can choose that. If you do reject hospitality and recreation occupations as a career goal at this time, you should be prepared to explain the reasons for your rejection.

Be sure to choose a goal and not a first job, for example, a restaurant owner and not a busboy.

Presented here are questions that will help you think about what you want to get out of a career and what you have to do to prepare for it.

CAREER PLAN

A. Career Objective _____

B. Preferences

I want to:

1. Work in a company or an organization that is
   - _____ large
   - _____ middle-sized
   - _____ small
   - _____ doesn't matter
2. Live in
   - _____ a big city
   - _____ a small town
   - _____ the country
   - _____ doesn't matter
3. Work
   - _____ alone
   - _____ with other people
   - _____ be supervised
   - _____ supervise others
4. Live in a certain part of the country (such as New York City or the West Coast).
   - _____ yes, if yes, indicate where _____
   - _____ no
5. Work
   - _____ outdoors
   - _____ indoors
6. Work primarily with
   - _____ people
   - _____ things
   - _____ ideas
7. Manage money or keep records
   - _____ yes
   - _____ no
8. Work evenings and weekends
   - _____ yes
   - _____ no

9. _____ make a lot of money

   _____ make less money because it isn't that important to me.

10. Work for

    _____ local, state or federal government

    _____ private, profit-making business

    _____ private, non-profit-making business

C. Education and Training

For the career you have selected, consider the education and training it will require.

1. Does your career require a high school diploma? _____ yes _____ no

   What skills will you learn in high school that will be useful for your career?

_____

_____

_____

2. Does your career require a vocational course (often, 1 year or less) or a degree from a community college (2 years) after high school? _____ yes _____ no

   What skills will you learn in a vocational course that will be useful for your career?

_____

_____

_____

3. Does your career require a college degree (4 years)? _____ yes _____ no

   What skills will you learn in college that will be useful for your career?

_____

_____

_____

4. Does your career require a master's degree, a doctorate, or a professional degree?
   _____ yes _____ no

   What skills will you learn if you continue your education beyond 4 years of college that will be useful for your career?

_____

_____

_____

D. Work Experience

For the career you have selected, consider the jobs you might hold to reach it. List the job you might get when you finish school first, and your ultimate job (your career goal) last. For example, if you would like to become the manager of a ski resort some day, your job sequence might be: ski lift attendant, member of ski patrol, head of ski school, assistant manager, and manager of a ski resort. If you would like to become manager of a fast-food restaurant some day, your job sequence might be: counter person, waiter or waitress, cashier, host or hostess, assistant manager, and manager.

Job	Estimated Time	Type of Business	Skills Gained

E. Additional Considerations

In the space below, list any other factors which might influence your career. Might your career be interrupted for any reason? Can you think of a reason for changing your mind about your career after you have started working? What about the availability of jobs? If it were necessary for you to move to another part of the country, would jobs in your areas of interest be hard to find? Do you think you might ever need more money than your job would pay? You can probably think of other factors, too.

F. The Next Step

Now, identify the first step you will take in support of your decision. For example, will you enroll in a certain course next fall? If so, name the course and tell how it will help you prepare for your career. Or, will you get a part-time job this summer or over vacation? If so, name the job, and the employer and tell how it will help you prepare for your career. Use the space below to describe your next step.

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